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ABSTRACT

This institute seeks to train qualified men and women in techniques of establishing programs for women based on a UCLA model of group counseling for women. The class presents women with the opportunity to develop self-knowledge and acquire guidance in pursuing educational and vocational goals. The five major components of the training program are outlined, followed by evaluation criteria and recommendations. The first appendix contains personalized professional data on participants in the institute including name, ethnicity, background, affiliation, job title, region, and population served. Evaluation questionnaires and response data follow. Samples of the institute syllabus and a manual of procedures for group counselors entitled Group Counseling for Women are appended. These final sections include career information, addresses and other potentially useful information. (BEF)

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ED177378

Project 27

TRAIN TO EQUALITY

For Teachers, Counselors,
and Program Planners Who Wish to Establish
Group Counseling for Women Classes

Presented by University Extension, University of California

Los Angeles

November 7-12, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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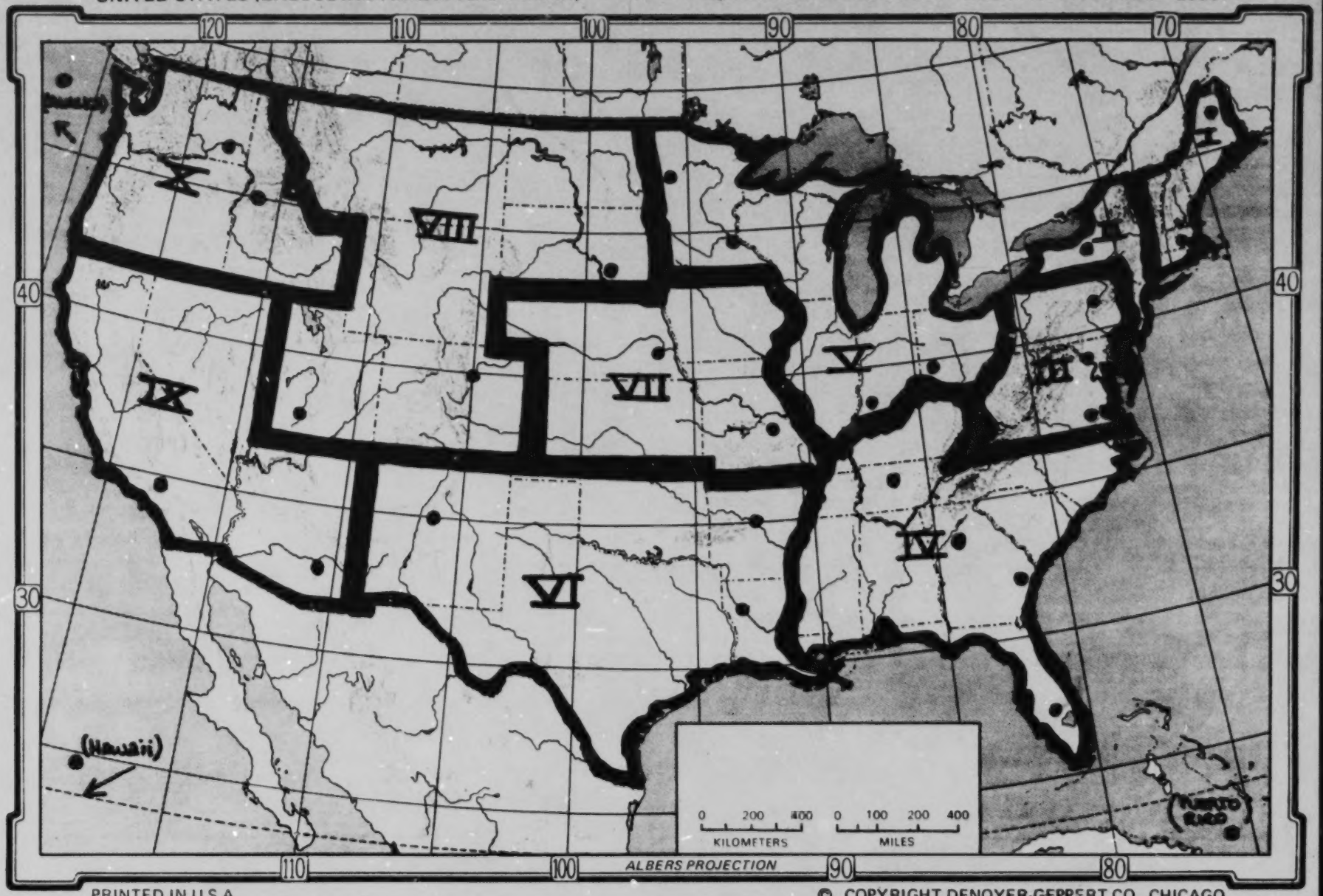

7 DISTRIBUTION OF INSTITUTE PARTICIPANTS BASED ON 10 GEOGRAPHICAL REGIONS OF U.S.A. 8

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Introduction

On November 7, 1976, the Department of Human Development, UCLA. University Extension, held a five-day residential institute on the UCLA campus for thirty selected teachers, counselors, and coordinators from across the nation. The purpose of the Institute was to provide information and training in how to establish programs including methods for training para-professional leaders.

The Institute was conceived as an opportunity to train qualified men and women in the techniques of establishing programs for women based on the successful UCLA, University Extension model of Group Counseling For Women. The class is designed to present to women from all walks of life the opportunity to develop self-knowledge and to acquire the information and guidance needed to explore and act on choices and realities in pursuing educational and vocational goals. We are convinced that all of the Affirmative Action programs will fail if women themselves are not aware of the options available to them. Heightened awareness by women of the equitable opportunities existing in education is critical to their broader participation in the system.

Data indicates that to date 600 students have completed a replication of the Institutes' model or are enrolled in classes in progress. In addition, 125 individuals have been recruited for paraprofessional training programs. Combined with the total 30 class participants, it is interesting to note that even though it has not been a full year since the Institute was held (8 months) the cost per person has already amortized to approximately $51.00 per person.

The training program includes five major components:

1) Instruction in the philosophy, demography, and objectives of Group Counseling For Women.
2) Implementation including mechanics, environment, budgeting, and publicizing adaptation of the model to regional and institutional specifics.
3) An overview of the range of expectations, values and needs of the women population to be served.
4) Criteria for selection of paraprofessional trainees.
5) Demonstration of a training program for selected and supervised counselor trainees including:
   a. Administrative, diagnostic and interpretive skills for the Strong Campbell Interest Inventory, Cattell's 16 PF (Personality Factor) and Terman's Concept Mastery Test.
   b. Dynamics of small group process including group counseling and supervisory techniques for group leaders and the use of evaluative materials.
   c. Review of counseling techniques related to personal interviews with emphasis on the implications of counselor attitudes and bias in the counseling of women.
   d. Instruction in the development and dissemination of appropriate resource materials.
   e. Information as to maximum utilization of appropriate community resources.

By selecting demographically diversified participants (see Appendix A), our training provided an ever-expanding pool of resources related to the needs of the target population. The numbers and cross section of persons benefitted will continue to multiply and provide impetus for future change. The UCLA experiment discussed in the following report is therefore an investment in the future and a commitment to raising

the career potential of women.

Group discussions were provacative, productive and often heated. The open honesty of both the participants and staff in these discussions was a reflection of the shared commitment to a common objective and the informal format of the group process. The unique backgrounds of the class members provided enrichment and new learning experiences for all concerned. Commenting on their experience, participants repeatedly expressed feelings of "personal growth", "support", "enlightenment", "appreciation of opportunity" "closeness", "caring", "great learning experience", as well as generally agreeing that "the group process really works".

In serving the broad and diversified populations represented by the participants, it was not possible to anticipate all needs in the initial planning. Therefore, to determine whether the Institute was meeting the needs of the participants, a variety of evaluative procedures as well as group discussion were utilized continually during the five-day period. These included on-going evaluations of individual sessions, discussion of semantic differentials, and individual feedback. Changes were made in programming as we progressed in order to accommodate expressed needs.

To provide us with persuasive evidence of the final achievement of our objective we employed two major instruments: (1) a written, final assessment of program sessions at the conclusion of the Institute to determine what was most and least valuable and (2) a more comprehensive questionnaire administered via telephone within five months of cessation of the Institute to determine the amount of partial or total replication of the Institute model.

It is our conclusion that the Institute experience and the resulting evidence validated the viability and flexibility of the model.

Evaluation Instrument #1

An "on-the-spot" assessment and evaluation of the Institute was designed to follow our final session. This instrument, composed of both closed and open response questions, was designed as an effort to assess the immediate reaction of participants to the program in general.

Objective

Questions were designed to elicit information concerning whether the content of the program had corresponded with its description, what the value and pertinence of each session had been, which elements of the program could have been improved upon or omitted, and identification of ways in which a future program could be improved upon or implemented. They were asked, as well, to comment on their travel, hotel, and eating accomodations which had been arranged by the Extension Staff. An opportunity was also provided for additional comments on any or all of the above. (see AppendixB).

Results

Approximately one-third of the Institute participants had to leave before the end of the final session in order to meet airline departure schedules. Therefore, of the 30 individuals attending, a total of 21 (71%) "on-the-spot" evaluations were returned at that time. Eight more arrived within the next few weeks bringing total response to 29 (96 2/3%). Because of this unforseen development, validity problems with the evaluation as "on-the-spot" are frankly noted.

Percentages following are based on the number of responses in each category. In answer to our question concerning whether or not the description of the Institute

accurately described the content of the program there were 25 responses with 17 (68%) responding "yes", 6 (24%) partially, and 2 (8%) "no".

Rating under the response headings "much", "some", "little", or "none", were requested for the entire agenda on a daily basis. (see Appendix C for complete rating results).

Positive response ("some", "much") ranged from 56% to 100%, with a mean of 80.75%. Negative ("little", "none") response from 0% to 44% with a mean of 12.25%.

We noted that after the initial high percentage of positive response as the Institute began, the percentage dropped during the second day and then increased as the Institute progressed. We concluded, based on feedback from participants, that the drop reflected jet lag and general travel fatigue as well as content. Initially, emphasis was given to testing instruction; this was perhaps bad timing in the agenda, enough consideration not having been given to factors of initial physical and psychological stress.

Small group meetings generally ranged from positive response 67% to 84%, with a mean of 72%, to negative response 16% to 37%, with a mean of 28%. Though favorable, the percent rating is somewhat lower than ratings for some of the other categories. This is predictable, as the very nature of the group process implies struggle and increased emotional energy. We were gratified to have many of the participants comment in their final evaluation on the ultimate success of the small group encounters.

In some instances, lower numbers of responses reflected a change in scheduling or

concurrent workshops. Specifically, the Wednesday evening meeting was optional and had not originally been scheduled in the agenda. Simultaneous workshops on Thursday afternoon replaced the small group session. Some class members requested an additional section under "Feminist" heading which was included but had no participants. Freedom of movement between workshops was accountable for response numbers.

Suggestions concerning what participants would like to see included in a similar institute included more workshops by participants, more time for reading of materials during institute, time for unscheduled activities and free time, more speakers who had been through program, and testing made optional. It was interesting to note how frequently the phrase "more time for" appeared-- "more time to read", "more time for meetings with resource people", "more time to get to know staff and pick their brains", "more time for demonstrations", "more time for communication techniques, budget, self-shelp programs, small group etc." Perhaps in any gathering of this kind there are similar frustrations, however, staff as well as class members felt the need for an extension of time to allow for a more comprehensive and in-depth training period.

In reply to the question "what would you omit", comments were not as prolific. Greatest number of replies centered on testing. Seven said they would like to have omitted heavy emphasis on testing or to make it optional. Again, perhaps, this reflected our timing in the agenda, because there is evidence in the final evaluation of increased interest in the use of tests in replicated programs. Three would prefer workshops to small group meetings. Other participants would omit "Friday P.M. session", "first night reception", "night sessions", and have the day "less structured".

Because funds were not available for accomodations following the final sessions of the Institute, several participants expressed dissatisfaction and concern because they had to leave before the close of the program to meet airplane depa departure schedules. Comments on travel accomodations included suggestions for allowances to be made for those caught in a similar situation in future programs.

Summary

Data indicates that respondents were generally satisfied that the Institute had corresponded with its description and that there was value and relevance to every session. The comments made by the participants were thoughtful and informative and included information and suggestions that could be beneficially incorporated into the program if it is repeated.

EVALUATION INSTRUMENT #2

A final evaluation questionnaire was designed to be administered via long distance telephone to each of the participants of the Institute. Our rationale for proceeding in this manner was threefold: 1) to insure a response within the time limits of our project; 2) to elicit as much information as possible that might be overlooked or not included in a written questionnaire; and 3) to afford us an opportunity for personal contact and consultation with each interviewee.

Objective

The objectives of the interview were to determine if there has been replication, either whole or in part, of the Institute's model, Group Counseling For Women, at institutions or agencies represented by participants of the Institute, and also to determine the general impact of the Institute on population in the ten geographical regions represented by the participants.

Interview Structure

A questionnaire was designed combining both general and specific questions which would elicit 1) precise information in a highly structured form which called for short, easily recorded responses and 2) information that would permit greater flexibility of response and be useful if questions required more complex answers (see Appendix D).

Interview Approach

A letter was sent to participants prior to the interviews explaining the purpose, approximate time the interview would take, the time constraints influencing when

calls would be placed, and the method we would pursue. (see Appendix E)

The three interviewers selected were on the staff of the Institute, had been responsible for the design of the questionnaire, and were familiar with all aspects of the Institute and the type of information we were seeking. They are, in addition, experienced counselors.

The introductory statements were planned in advance and designed to make the respondents comfortable and motivated to respond to the questionnaire. Standard explanations and expectations were provided to insure that crucial ideas were understood. The interviewers were also instructed to write in as many answers as possible in the respondent's own words in order to avoid interpretation errors.

In all, 29 (96 2/3%) of the 30 possible interviews were completed. The one interviewee outstanding could not be reached in spite of repeated efforts to contact her. It was learned that she is no longer with her original agency (Neighborhood Center School) and is currently on an extended vacation.

Questions designed to elicit information concerning several basic issues included:

Have you had at this time specific plans to replicate the course in its entirety or to replicate some portion of the model in a form better suited to the population and institution or agency? Have you had at this time specific plans to initiate para-professional training as an adjunct to the class? Have you not been able to formally adapt the program in any form? What are the barriers that are preventing you from doing so?

Respondent Profile

Before reporting and considering the findings concerning the basic questions above, some background information regarding sponsoring institutions and demographic diversification may be relevant.

Twenty-two (73 1/3%) of the respondents represented colleges, universities, or university extension divisions from the ten geographical regions of the United States, one (3 1/3%) a State (Nebraska) Indian Commission, one (3 1/3%) a Neighborhood Center School, one (3 1/3%) a Planning Council for Social Services, one (3 1/3%) the Bureau of Indian Affairs, one (3 1/3%) the Public Health Service (Indian Hospital), one (3 1/3%) a Women's Resource Center, one (3 1/3%) the Department of Offender Rehabilitation, and one (3 1/3%) a City School District.

Participants were selected to reflect areas of greatest community need, with potential for outreach beyond their institutional boundaries, and with commitment from parent institutions to adapt all or in part, the model of the Institute.

A. REPLICATION

Of the 29 individuals contacted, 24 (82.23%) replied positively to replication, replication in part, and/or adaptation in some form of the Institute model. (Henceforth, percentages noted are computed against the entire Insitute component of 30). Fourteen (46.67%) of the respondents reported a total of 37 classes either completed or in progress; seven (23.33%) have a total of 20 classes scheduled to begin for the first time in the summer or fall session; three (10%) are in the planning stage but not scheduled as yet. (see Appendix F)

Five (16 1/3%) individuals replied that they had not been able to implement their training at this time. This will be discussed later on in this report. The number of students currently enrolled in classes total (approximately) 600. All respondents expect to repeat programs in the future. Not included in this total are the 150 Native American students contacted at the Gila River Career Center by our representative in Sacaton, Arizona (Bureau of Indian Affairs). As this was not a formal implementation of the Group Counseling class, we have classified it under "Outreach" rather than "Replication of Model".

For us to project numbers for the future, we feel, would not be honest. We expect, however (based on historical evidence of the model), the number of class participants to increase rather than decrease as critical needs are met and publicity and increasing visability of classes continue. In general, it was reported that even greater effort will be made twoard reaching out into the community in future scheduling by those individuals based in colleges and universities.

Enthusiastic response was expressed by all respondents who replied affirmatively to the question regarding replication whole, or in part, of the Group Counseling model. "We are now in our seventh week and everyone is very high. Things are going extremely well." "I have been in student counseling for five years and rarely got the positive feedback that I am now getting from these women." "I'm using everything from the Institute. Invaluable." "I had said that the Institute was 'just about what I expected', now that I am halfway through teaching the course, I would say 'more than expected'." "Institute impact enormous--suing basic plan for both class and paraprofessional training." "Getting people from the community which hadn't happened before--never would have done it this way if it hadn't been for the Institute. Fantastic." "Great use of materials from Institute." "Institute was an inspiration--gave me initiative to begin. Class is exceeding expectations." "Emphasizing re-entry--something the college hadn't done before. Both the

administration and students are seeing new possibilities. Class bringing new light to them--they thought they were too old, that only the very young could utilize this. Everyone is very excited."

A question in the evaluation was provided to determine what learning environments were provided for class participants. Campus location ("proximity to library facilities", "cuts traveling time for staff", "center of learning", "no rental expense involved"), was favored by nine respondents. Other preferred locations were an extension building, a local bank ("donated the space"), YWCA's,churches, Women's Centers, and private homes ("less threatening character of location", "more informal setting", "more centrally located", "warmer, more comfortable environment)."

To determine if cost would be a factor deterring participation in the program, we included a question concerning whether or not a fee had been charged for class. Eight reported they had assessed a charge for participation ("when money is involved there's a greater level of commitment", "class attendance better when paid for", "college couldn't afford it otherwise"). Fees ranged from $10 per quarter to $35 for a full semester. Since no one indicated a problem with enrollment (we will discuss this later on in the report) cost did not appear, in these instances, to be an inhibiting factor. On the contrary, the need seemed to be greater than anticipated in some cases--an example being a class that expanded to provide spaces for a pre-enrollment of 90 over the anticipated enrollment of ten that had been expected. We observed that those institutions charging a fee have kept the cost relatively low. Also, they all originate in institutions of higher learning with one exception (a Women's Resource Center). Those who answered the question negatively expressed their belief that in their particular socio-economic areas cost would be a situational factor that would act as a deterrent to participation.

One institution assigned CEU credit for class participation (one Continuing Education Unit for one ten week session.) This we didn't find surprising for a course of this type which involves counseling process rather than specific subject matter. The model class itself didn't offer credit for the first eight years of its existence. At this time, however, Continuing Education Units are awarded.

Respondents were asked to comment on whether or not they had sufficient exposure publicizing their programs as well as the sources of their publicity. Without exception, responses indicated satisfaction with the variety of resources provided which included community and campus newspaper releases, radio spots, brochures and flyers. None reported TV announcements. It was interesting to note that the individual reporting one of the largest responses (100 enrollees--11 classes) had relied on a network of community women's clubs and continuing education classes (supplied with brochures) to attract students, while the group reporting least enrollment (nine) reported radio spot announcements and campus new releases.

Included in our training model for replication was instruction in the administration, diagnostic, and interpretive skills for three tests useful in occupational and vocational counseling. Nine of the 14 respondents with classes planned or in progress have integrated one or more of the inventories into their programs, one indicated insufficient funds in budget for testing and scoring at this time, but is including them in the fall classes scheduled, two are making them available to students through the campus counseling centers, and two consider them not useful for their populations.

Concerning our questions regarding use of Institute materials, handouts, suggested home assignments, and vocational resources, each person interviewed indicated use of all or a large portion of materials from the model class that had been provided by the Institute. ("Wonderful material", "Invaluable material", "using everything",

"materials well developed and usable"). In addition, several had contacted one of our Institute speakers, an occupational analyst, for additional supplemental materials.

Demographic diversification from information received is as follows: 24 programs (classes in progress) included females only, and 11 included both males and females; population of classes ranged in age from 18 to 68 with class mean age ranging from 26 to 45. Participants represented diverse geographic, ethnic and economic groups with 11 of the classes described as drawing participants from rural as well as urban areas (rural, in this case, described by respondents as having come from "some distance outside of the city" or from "small rural communities outside of the metropolitan areas" rather than based on the Standard Metropolitan Statistical areas as defined by the U.S. Bureau of the Budget). Twelve classes included college students as well as re-entry and general population, the remainder being composed of re-entry students and general population only.

Data regarding ethnicity of participants, as reflected by observation of respondents, generally included seven classes with Caucasian only; four Hispanic only; one Black only; 11 Caucasian and Black; four Caucasian and Asian; three Caucasian, Black and Native American, one Caucasian, Black, Hispanic, and six replied "Cross-cultural". Of those classes planned to begin in the summer or fall (1977) for the first time, it is anticipated that one will include Hispanic only, three Black only, and two will be mainly Native American and Caucasian.

B. Para-Pro Trainee Model

The scope and impact of a Group Counseling program can be expanded through the training of para-professionals who become leader-counselors for the course. This

concept was stressed during the Institute as serving the three-fold purpose of providing peer insights, new careers for the trainees, and significantly, a cost-effective way of meeting the needs of individuals seeking directional assistance.

Included in our evaluation were questions related to the adaptation of such a training program.

Sixteen (53 1/3%) of the 30 Institute participants replied that they (1) have a formal para-professional training program in progress or (2) have scheduled programs within the '77 school year. With the exception of the five who have not implemented a Group Counseling Class, all others expressed the wish to do so at some time in the future. ("Would like to, but can't raise the money at this time", "Women's center not ready to assume commitment necessary for training program--but I'm eager to do it", "lack of money, lack of interest by administration, but I am writing a proposal for training of peer counselors").

Our data reveals a total of 66 trainees currently in some stage of didactic and experiential training. This represents the seven programs in progress, with individual groups ranging in size from four to 15. In addition, four of the programs scheduled for summer and/or winter 1977, or Fall 1978 have a total of 59 participants already selected for training. These groups will range in size from nine to 30. The remaining five projected training programs will make candidate selection from current group counseling classes, so numbers are not available at this time.

Questions pertaining to selection criteria for para-professional training groups revealed that all respondents have based candidate selection on recommendations from instructors or friends, interest in counseling program, motivation, and in some cases

educational re-entry. Three instructors, training graduate students who will receive college credit for this practicum, included an additional criterion pertaining to level of education. Two programs are located in geographical areas serving a specific ethnic group. Remuneration by the Indian Tribal Association was included as a training incentive in one instance, thereby restricting the program to Native American candidates only.

Sponsoring institutions or agencies for the training programs included 12 colleges or universities, one Indian Tribal Association, one YWCA, one city school district and one (Fairbanks, Alaska) Native Association.

Group profiles ranged from four groups with females only to 12 including (or to include) males as well; four groups consisting of matriculating students only (not necessarily a criterion) the remainder drawing from general population; two groups reported Caucasian candidates only (not a criterion), one Hispanic only (not a criterion) and one Native American only. All others reported "cross-cultural".

The response to our question "How do you feel about using para-professionals in this program?", was favorable when applicable (the seven programs in progress). ("Love it", "Very good, para-pros related well to incoming women", "Good", "They get along very well", "Very excited about using para-professionals in this program").

C. Not Formally Implemented

Five (16.66%) of those interviewed have not replicated the program, nor did they have immediate plans for doing so. Further inquiry revealed the following reasons for lack of implementation:

One respondent replied that at the time of the Institute, a class was already on-going at her college under the direction of someone other than our participant. It had not been successful due, in our respondent's opinion, to a "not so good" teacher which in turn "negatively influenced the administration in continuation of the project". Because our interviewee is a comparatively recent employee, she felt she must proceed slowly and judiciously, but hopes, in the future, to "get a class started with a new name and a new instructor (me) adapted to the model of the Institute".

Another reported a grant applied for but refused. (Reasons not reported to us.) However, "as a direct result and outgrowth of the Institute", she is developing an educational film directed toward career orientation for women in conjunction with the greater Cincinnati Consortium of Colleges, community-based business and industry (G.E., Proctor and Gamble, and the Kroger Corporation) and the program developer of the local T.V. station (local station covers geographical areas of northern Kentucky, Indiana, and southern Ohio).

The participant representing the Bureau of Indian Affairs, Pima Agency, in Sacaton, Arizona, was able to share information and materials on vocational and educational opportunities with approximately 150 Native American students at the Gila River Reservation Career Center (an arm of the Community College district), however, due to recent changes in Law 63B concerning Indian preference in agency personnel, she has been retired by the Bureau. New travel restrictions interfered as well with her planned program in a women's prison setting. These facts were unknown to us, and we believe, to her, at the time she was selected as an Institute participant.

Because of limited personnel on the Rosebud Indian Reservation, our representative was not permitted to follow through on their commitment to replicate the class. She did, however, initiate para-professional training, based on our model, for four Native

American students employed by the Department of Indian Health Services (State Job Service division). At the time of the interview, respondent was in the process of writing a proposal for a women's center.

Only one respondent indicated that for her target population the Institute model was not appropriate "at this time". She said, "I have had to use most of what I have learned on an individual basis." She is involved mainly with wives of minority students studying under federal grants, and who, generally, feel threatened both by the university environment and the idea of vocational and educational development for themselves. Since the Institute our interviewee has been meeting the minority student wives in informal groups in her home, in an effort to provide support.

Outreach

We had hoped that by selecting participants who represented a cross-section of the nation, our training would provide an ever-expanding pool of resource people trained to serve the needs of diverse populations. Response to our questions reflecting the outreach and the impact of the program, above and beyond agencies and institutions represented by participants, exceeded our expectations. Sharing of syllabus material (see Appendix G) ranked high in frequency. The following verbatim comments were drawn from the respondents during the interviews: "Shared material with Dr. Adelynne Whitaker, area Director of University of Maryland who is presently developing a workshop based on the Institute model in Frankfurt Germany:, "in order to get accreditation renewed (University of Lowell, Mass) the College Library had to be extended. I gave them extensive lists from bibliographies supplied by Institute. They have already purchased all suggested." "Consulted with Affirmative Action group at nearby army base--also shared Institute materials," "Had consultation with Department of Continuing Education staff member from Boston College regarding Institute.

Duplicated entire syllabus for use in Boston College." "Loaned syllabus to local community college", "Duplicated syllabus materials for use in college counseling center." "Gave bibliography and some syllabus materials to professor in Counseling Center who based a college seminar on the material." "Helping to build up a resource library on job and educational opportunities for Gila River Career Center (approximately 150 Native American Students) based on materials from the Institute." "Shared information and materials (especially section on job and education opportunites) with local women's groups - in particular, the Nebraska State Commission on the Status of Women."

In addition, Institute participants have served as resource persons in the formation of workshops with groups throughout their communities: "Have a workshop arranged for September '77 in conjunction with the Commission for Humanities Center. (Margaret Mead will be the featured speaker). Five-hundred contacted for the workshop, an out-growth of the Institute." "Since Institute, have been working with consortium of Savannah (Georgia) based colleges and with Jewish and Greek organizations in the community to initiate women's programs in the inner city." "Working with Chicana groups in metropolitan area." "After initial class (Fall 1977) will program for six sections throughout the city (already funded for.)" "In February (1977) did a workshop for educators in Anchorage (Alaska). Used Institute training and materials for the SCII (Strong Campbell Vocational Interest Inventory B) for tie-in use in their educational and referral program." "On May 7, 1977, responsible for workshop for International Women's Conference (Alaska) on re-entering women, the SCII, resumes, vocational and educational opportunities based entirely on Institute." "Since Institute have been lobbying for the establishment of a Commission on the Status of Women in Alaska. Gave a speech to the House Judiciary Committee on the subject." "Because of work at Institute have added Vocational Training programs for Women in Fairbanks (Alaska),

Consultation

An additional service offered to participants was the opportunity to consult with the staff members, speakers, and resource people during the months following the five day Institute.

Ten individuals availed themselves of consultation privileges. Marjorie Muntz and Maxine Taylor requested guidelines on grantsmanship. Detailed information was forwarded to them.

Requests to Speaker Leslie Draper, Occupational Analyst, for additional vocational materials were made by Martha Quinn, Ann Daiber, and Betty Ann Kingsford. Dr. Draper complied and has since kept in communication with them for further assistance in the on-going development of their vocational libraries.

One respondent from Puerto Rico, Dalia de Cardenas, requested assistance in locating vocational testing materials suitable for the Spanish speaking population she serves. We referred her to the appropriate testing service where we ascertained that both the 16 PF and the SCII were available in Spanish. A similar referral was made to Mary Helen Landenberger. We forwarded information on television documentaries concerned with women and careers to another respondent.

Detailed consultation regarding class scheduling, class assignments, and synthesis of total program was held with Judy Richtel and Kathleen Hulbert. Ms. Hulbert also contacted program speaker, Barbara McGowan, Counseling Psychologist, for summative evaluation materials.

RECOMMENDATIONS

The following recommendations for a future institute of this kind were drawn from course participants in class discussions, from the data derived from the evaluations, and from observations of Institute staff:

1. The Institute should be extended to include more than a five day training period. Optional professional credit was offered to participants attending the Institute. To satisfy requirements for credit, it was necessary to schedule 40 hours of instruction. In a five day time frame this provides little or no opportunity for breathing space to assimilate learning experiences, to facilitate staff and participant relationships, to study, and to enjoy even minimal recreational opportunities. With an extension of time, a more flexible and relaxed program would be possible and the learning environment enhanced.
2. The Institute program should expand the program to include more workshops conducted by Institute participants as well as staff. Certain facets of the model program may be inappropriate for certain target populations. By scheduling concurrent workshops, participants can exercise options and attend those meeting their highest priorities. In addition, the experience of the participants assembled affords a unique opportunity for others to share in common concerns and exchange of ideas and expertise.
3. The training that provided for instruction in administration, diagnoses and interpretation of specific tests should be made optional by scheduling it as a workshop rather than in general programming. Wider scope in testing inventories should be explored to respond to special needs of special populations.

APPENDIX A:

PERSONAL DATA OF PARTICIPANTS

of TRAIN TO EQUALITY INSTITUTE

PERSONAL DATA OF PARTICIPANTS OF THE TRAIN TO EQUALITY INSTITUTE , UCLA EXTENSION, (NOVEMBER 7-12, 1976)
"Population Served" based on Guidelines for Standard Metropolitan Statistical Areas as Defined by the U.S. Bureau of the Census.

NAME	SEX	OBSERVED ETHNICITY KEY: C-Caucasian H-Hispanic A-Asian B-Black	EDUCATIONAL BACKGROUND	REGION REPRESENTED	AFFILIATION	JOB TITLE	POPULATION SERVED
Allan, Janice	F	C	MA(English) PhD(in prog.) Amer.Studies/ Women's "	Seattle (X)	Washington State Univ.	Acting Dir. Office of Programs for Women	NON-METROPOLITAN Primarily rural Also, faculty wives of Institution & wives of grad.stu.
Bernton, Constance	F	C	MA	Philadelphia (III)	Bowie State College, Bowie, MD	Asst.Prof. Educ.,Grad. Division	METROPOLITAN Minority women in surrounding comun. & within small, predom. black lib.arts college
Cook, Jack	M	C	MA (Education)	Atlanta (IV)	Armstrong State College	Counselor, Psychom-etrist	METROPOLITAN Significant minorfty pop. (black) & women
Daiber, Ann	F	C	MA, Vocational Counseling	Boston (I)	Univ. of R.I. Extension, Providence, Rhode Island	Vocational Counselor, Instructor	METROPOLITAN Ethnic mixture-women
De Cardenas, Dalia	F	H	MA Counseling PhD Pharmacy PhD Education	New York (II)	Univ. of Puerto Rico Extension, Rio Piedras, Puerto Rico	Coordinator of Academic Programs & Counseling	METROPOLITAN Extension Students and general community
Goldberg, Penny	F	C	MA, Higher Educ.	Boston (1)	University of Maine, Presque Isle	Coordinator Women's Center	NON-METROPOLITAN Mature women students at two campuses
Greer, Cynthia	F	B	MA, Couns. & Guidance	Dallas (VI)	U.of Central Arkansas	Asst. Dean of students	NON-METROPOLITAN Students and women in general

Holz, Harlene	F	C	J.D.	Kansas City (VII)	Nebraska Indian Commission, Lincoln, NE	Ass't Dir., Vista Supervisor	METROPOLITAN Native American Women
Hooker, Sherrill	F	C	PhD Cand.	Chicago (V)	Neighborhood Center School Minneapolis, Minn.	Family Counselor	METROPOLITAN Largely Native American Women
Hulbert, Kathleen	F	C	M. Ed.	Boston (I)	University of Lowell, Lowell, Mass.	Ass't.Dean of Students and Couns.	METROPOLITAN (depressed area) students/diverse ethnic background
Hume, Eileen	F	C	M. Ed. (Counseling)	Chicago (V)	Moorhead State Univ., Moorhead, Minnesota	Associate Dean of Students	METROPOLITAN Native American Women
Kingsford, Betty Ann	F	C	M. Ed. (Counseling & Guidance)	Denver (VIII)	So. Utah State College Cedar City, Utah	Ass't Dean of Students	NON-METROPOLITAN Includes Native American and Women students in general
Landenberger, Mary Helen	F	C	M.A. Candidate	Philadelphia (III)	Planning Council for Soc.Services Scranton, PA	Research Assoc./ Program Developmnt	METROPOLITAN Women in general
Lang, Paula	F	C	PhD Clinical Psychology	Denver (VIII)	Public Health Service- Indian Hosp. Rosebud, S.D	Clinical Psycholog. Acting Director	NON-METROPOLITAN Native American Women
Lau, Florence	F	A	MA	San Francisco (X)	Univ. of Hawaii, Col. of Cont Educ & Com. Science, Honolulu, HI	Program Specialist (Cont. Ed for Women)	METROPOLITAN Women in general

Lorenzana, Noemi	F	H	MA PhD Candidate	Dallas (VI)	Univ. of New Mexico, Albuquerque	Teacher/ Women and Chicano Students	METROPOLITAN Minority Students (Hispanic), and women in general
Mackey, Joyce	F	B	MS	Philadelphia (III)	Norfolk State College, Norfolk, Virginia	Evening College Social Serv Advisor	METROPOLITAN Low-income minority adult women
Miller, Isabel	F	C	MS (Ed. Personnel and Guidance) PhD Cand.	Seattle (X)	University of Idaho Moscow, Idaho	Dir. of Rural Women History Pro Project. Staff Women Ctr/Univ ID	NON-METROPOLITAN Women in general
Munoz, Paula	F	H	MS (Counseling and Guidance)	San Francisco (IX)	Ventura Coll. Fillmore- Dir Community Ctr, Fillmore	Counselor	METROPOLITAN Disadvantaged Low-income (Hispanic)women
Muntz, Marjorie	F	C	EdD	Chicago (V)	University of Cincinnati Cincinnati, Ohio	Ass't. Dir. Community Ed., Div.of Cont. Educ.	METROPOLITAN Part-time adult students and women in general
Quinn, Martha	F	C	MA (Education)	San Francisco (IX)	Bureau of Indian Affair Pima Agency, Sacaton, Arizona	Employment Assistance Officer, Career Development	NON-METROPOLITAN Native American (rural) adult women
Ramsey, Katie	F	B	MA (Guidance and Counseling	Atlanta (IV)	Clark College Atlanta, Georgia	Coordinator of Counsel. Center & US Navy Recruiter	METROPOLITAN Disadvantaged low income minority Students and women in general
Reeves, Shirley	F	B	MA	Atlanta (IV)	Volunteer State Commun. College, Gallatin, Tennessee	Counselor/ Psychology Instructor	METROPOLITAN Adult women/ Diverse ethnic and economic background

Richtel, Judy	F	C	MA Counseling	Denver (VIII)	Boulder Cnty Women's Resource Ctr.	Community Involvement Coordinator	METROPOLITAN Women in transition & disadvantaged women in Boulder County
Robinson, Cora	F	B	MS Guidance Counseling	Kansas City (VII)	University of Rolla, Rolla, Mo.	Counselor	METROPOLITAN Minority Students & wives of same. Women inmates in corr. institution
Shein, Marcia	F	C	MS Counseling Psychology	Atlanta (IV)	Florida Parole & Probat.Comm. Dept.Offender Rehabilitat.	Parole and Probation Officer I	METROPOLITAN Ex-offenders- both women and men
Simerly, Coby	F	C	Ed D-Vocational and Technical Education	New York (II)	Syracuse City School Dist. Syracuse,NY	Coord., Adult Consumer Homemaking Ed.	METROPOLITAN Multi-ethnic men and women
Taylor, Maxine	F	N.A.	MSE, PhD	Dallas (VI)	Northwestern State, U. of Louisiana Natchitoches, Louisiana	Professor of History Dir. of Operation Cope grant	NON-METROPOLITAN Multi-ethnic men and women
Weinzaphel, Sylvia	F	C	MS	Chicago (V)	Indiana State Univ., Evansville, Indiana	Continuing Education Specialist	METROPOLITAN Women in general
Wolff, Maureen	F	C	MA	Seattle (X)	Tanama Valley Community College, Fairbanks,AK	Instructor, Women's Studies	NON-METROPOLITAN Men and women in general incl. Native American population

APPENDIX B

EVALUATION INSTRUMENT # 1

TRAIN TO EQUALITY
November 7-12, 1976

Course Description

For instructors, counselors and program planners who wish to establish Group Counseling for Women courses.

Offers professional staff, techniques for training and supervising paraprofessionals who, in turn, can provide women with information, guidance and personal support in a group setting.

Based on a successful UCLA Extension model, the Institute presents the total planning process and format for

.developing group counseling techniques
.identifying potential leaders
.training paraprofessionals
.providing resource information
.testing and interpretation

Does the above description accurately describe the content of the program?_____

My rating of the program as to value and pertinence:

	NONE	LITTLE	SOME	MUCH
Nov. 7 Sunday Evening Reception				
Nov. 8 Monday Morning Welcome: Dr. Yolande Chambers				
Group Counseling for Women History and Philosophy: Aurline Emmett				
Orientation: Alice Manion				
Testing				
Small Group Meetings				
Monday Afternoon Testing				
Self-Scoring of tests				
Evaluation, Uses & Interpretation of Concept Mastery Test: Phyllis Fisher				

		NONE	LITTLE	SOME	MUCH
	Monday Afternoon (cont.) Small Group Meetings				
Nov. 9	Tuesday Morning Evaluation, Uses, & Interpretation of Strong-Campbell Interest Inventory: Dr. Barbara McGowan				
	Small Group Meetings				
	Tuesday Afternoon Evaluation, Uses, & Interpretation of 16 PF (Cattell): Alice Manion				
	Group Dynamics: Aurline Emmett				
	Small Group Meetings				
	Tuesday Evening Career/Work Improvisation Training Workshop: Dr. Yung-Huo Liu				
	Discussion with staff regarding format of Institute				
Nov. 10	Wednesday Morning Panel Discussion: Equality: Women's Needs-Human Needs Moderator: Dr. Yolande Chambers, Panel: Betty McDermott, Dr. Consuelo Lopez, Dr. Marilyn Soloman				
	Small Group Meetings				
	Lunch with Resource Panel: Office of Funded Programs: Sherry Baldizon, Claire Malis, Adele Millard				
	Educational Opportunities Center: Glena Amos, Aline Bakewell, Harriet Glickman				

		NONE	LITTLE	SOME	MUCH
	Wednesday Afternoon Adaption Not Adoption: Voice of Experience: Eunice Seward, Shulamite Ash				
	Wednesday Evening Dinner Meeting with Dean Frandson				
Nov. 11	Thursday Morning Workshop: Vocational Information; How to set up a vocational library; use of the D.O.T.: Leslie Draper (Occupational Analyst)				
	Small Group Meetings				
	Thursday Afternoon Feminist				
	Criteria for Selection & Training Paraprofessionals: Alice Manion, Aurline Emmet				
	Budgets and Promotions for Self-Support Programs: Sallie O'Neill				
	Funded Programs: Claire Malis				
	Thursday Evening Assertiveness Training Workshop: Catherine Bond				
Nov. 12	Friday Morning Perspectives on Counselor Bias: Implications for Counselors: Dr. Helen Astin				
	Small Group Meetings				
	Friday Afternoon Problem-Solving Workshop Dr. Yolande Chambers				

If you were responsible for planning a similar program what would you

Include	Omit

Please comment on the following accommodations:

Travel _____

_____

Hotel _____

_____

Food _____

_____

Any additional comments? _____

_____

_____

_____

Thank you.

Sallie O'Neill, Project Director

APPENDIX C

RESPONSE DATA, EVALUATION

INSTRUMENT # 1

RESPONSE DATA FROM EVALUATION INSTRUMENT # I

PROGRAM	TOTAL RESPONSE	NEGATIVE				POSITIVE			
		None		Little		Some		Much	
		#	%	#	%	#	%	#	%
NOVEMBER 7, 1977/ PM									
Reception	25	0	0	5	20	7	28	13	22
NOVEMBER 8, AM									
Welcome	26	0	0	2	8	9	35	15	58
GCFW History/Philos.	26	1	4	2	8	14	54	9	35
Orientation	25	1	4	3	12	10	40	11	44
Testing	26	3	11.5	2	7.6	8	31	13	50
Small Group Meetings	27	1	4	8	30	9	33	9	33
NOVEMBER 8, PM									
Testing	26	2	8	4	15	8	31	12	46
Self-scoring	26	1	4	6	23	8	31	11	42
Evaluation, CMT	26	3	11.5	7	27	10	38.5	6	23
Small Group	25	1	4	6	24	12	48	6	24
NOVEMBER 9, AM									
SCII	27	1	4	3	11	7	26	16	59
Small Group	24	1	4	7	29	9	38	7	29
NOVEMBER 9, PM									
16 PF	27	3	11	6	22	6	22	12	44
Group Dynamics	27	3	11	9	33	10	37	5	19
Small Group	24	2	8	7	29	8	33	7	29
NOVEMBER 9, (EVENING)									
Workshop	26	5	19	3	12	7	27	11	42
Discussion	23	1	4	3	13	8	35	11	48
NOVEMBER 10, AM									
Panel	26	0	0	0	0	4	15	22	85
Small Group	25	0	0	4	16	14	56	7	28

RESPONSE DATA FROM EVALUATION INSTRUMENT # I (Continued)

PROGRAM	TOTAL RESPONSE	NEGATIVE None		NEGATIVE Little		POSITIVE Some		POSITIVE Much	
		#	%	#	%	#	%	#	%
NOVEMBER 10, AM(Cont)									
Lunch/Resource people	23	1	4	2	9	14	61	6	26
EOP Center	16	1	6	0	0	10	63	5	31
NOVEMBER 10, PM									
Adaption	25	0	0	1	4	9	36	15	60
Dinner Meeting	11	1	9	1	9	3	27	6	55
NOVEMBER 11, AM									
Workshop	27	1	3.5	1	3.5	4	15	21	78
Small Group	25	1	4	3	12	12	48	9	36
NOVEMBER 11, PM									
Workshops: Feminist	--	--	--	--	--	--	--	--	--
Para-Prof Criteria	21	2	10	0	0	10	47.5	9	42.5
Budgets	11	1	9	1	9	5	45.5	4	36.5
Funded Programs	10	1	10	0	0	5	50	4	40
NOVEMBER 11, (EVENING)									
Workshop	25	0	0	2	8	9	36	14	56
NOVEMBER 12, AM									
Speech	24	0	0	2	8	10	42	12	50
Small Group	15	1	6.5	4	26.5	6	40	4	27
NOVEMBER 12, PM									
Workshop	21	1	4.5	2	9.5	5	24	13	62

		NO		PARTIALLY		YES	
		#	%	#	%	#	%
INSTITUTE DESCRIPTION (Did Participants feel it was accurate)	25	2	8	6	24	17	68

APPENDIX D

FINAL EVALUATION,

(EVALUATION INSTRUMENT # 2)

TRAIN TO EQUALITY INSTITUTE

(November 7-12, 1976)

FINAL EVALUATION

TELEPHONE INTERVIEW

DATE OF INTERVIEW_____ TIME_____

NAME (RESPONDENT)_____

PHONE_____

INTERVIEWER_____

INTERVIEW GUIDE FOR (ASSESSING INFORMATION)
EVALUATION OF TRAIN TO EQUALITY INSTITUTE

Objectives: To determine if there has been replication, whole or in part, of Institutes model, GCFW, initiated in institutions represented by participants of Institute. To determine general impact of Institute on population, in ten geographical regions represented by participants.

Introduction:

1. Briefly state purpose of interview (letter sent prior to interview)
2. Refer to letter received by respondent explaining same.
3. Mention approximate time will take for interview
4. Explain method:
   a. Main concerns: Impact/Replication (whole or part)
   b. Specific questions will be directed towards portion of model used i.e. may be different set of questions for different people depending on replication model
5. Information will be used in our final evaluation and report to determine impace of Institute on region represented
   a. Replication of course
   b. Partial replication of course
   c. Para-professional training
   d. Not formally implemented

INTERVIEW

A- REPLICATION OF CLASS MODEL:

1. Dates given - beginning_____ending_____
2. Environment in which class being given. (College, Community Center, Etc.)

   _____
3. Physical set-up (number of rooms used, etc.)_____
4. Who in charge? Ratio of students/teachers_____
5. Was fee charged? Yes____No_____ How Much_____
6. Is Instructor(s) being compensated? Yes_____No_____

   If yes, approximately how much?_____
7. Funded? Yes_____No_____ If so, by whom _____
8. Credit given?_____ What kind?_____
9. How many class sessions?_____
10. How many enrolled?_____
11. How did you get enrollees?_____
12. What kind of publicity?_____
13. Any trouble getting enrollees?_____If so, what, in your opinion caused difficulty: a. Lack of publicity?_____ e. Other?_____

    b. Lack of interest?_____

    c. Time of year?_____

    d. Cost too much money?_____
14. Any enrollees from outside area? (How far are people willing to travel to class?)

    _____
15. Are you offering vocational testing, or any kind of personal inventory in your class format? Yes_____ No_____

    If yes: a. Which ones_____

    b. Which do you find most useful_____

    Moderately useful_____Least useful_____

d. How used?

1. Interpretation in general group? Yes___ No_____

2. Individual interpretation? Yes_____No_____

3. Who responsible for interpretation?

a. Professional_____b.Paraprofessional_____c. Other_____

16. Are you using speakers or outside instructors in the class?

For what purpose: a. Information_____

b. Inspirational_____(self-actualizing-those who have "made it"etc)

c. Other_____

17. Group Process?

a. One large group? Yes _____ No_____ If yes, size of group_____

b. Break up into small groups? If so, approximate size of groups_____

c. Leadership/Facilitator Role

1. Single leader/facilitator for each group?_____

2. Co-leaders/facilitators?_____

3. Para-professionals or professionals?_____

4. If Para-professionals, did you train them or give them orientation only?_____

18. Individual counseling interview given? Yes_____No_____

a. How/when given?_____(during course or at completion)_____

b. Time given for interview: 1/2 hour_____3/4 hour_____1 hour_____other_____

c. Who is in charge of interview?_____

d. If yes, have you found it to be valuable? Yes_____No_____

How?_____

19. Have you prepared handout materials for class distribution? Yes___No_____

a. If so, what kind?_____
(bibliography, etc.)

b. Was Institute syllabus helpful in helping in preparation - giving ideas, etc.

Yes _____. No_____. If so, how?_____.

20. Do you suggest home assignments? Yes_____. No_____. If so: examples

_____.

21. Are vocational resources available in your community? Yes_____. No_____.

How extensive?_____. If not: Have you begun assimilation

of materials based on Institute information and instruction? OR:

Have you supplemented existing library (based on same). Yes____. No_____.

22. Population this class represents:

a. Average age_____. Age range_____.

b. Sex: Female_____. Male_____. Both Male and Female_____.

c. Urban_____.

d. Rural_____.

e. College or University Students?

1. Undergraduate_____.

2. Graduate _____.

3. Re-entry_____.

f. General Population _____.

g. Ethnic origin of participants:

1. Caucasian _____.

2. Black_____.

3. Native American _____.

4. Hispanic _____.

5. Asian _____.

23. Is this class a new design/format for you? Yes_____. No_____.

Is this a modification of one you have used or are using? Yes_____. No_____.

24. If yes, how have ideas from the Institute impacted on same?_____

25. If you have completed a program, have you evaluated it? Yes_____. No_____.

Based on a scale of 1 to 5 what is your evaluation?

Low ____/____/____/____/_____/ High

The students' evaluation? Low ___/___/___/____/____/High.

B - PARTIAL REPLICATION OF TRAIN TO EQUALITY INSTITUTE

Portion of class model initiated or added to existing model:
(numbers found in parenthesis indicate portions of "A" interview that should be utilized in that place.)

1. Class information applicable (1-14)

2. What portions incorporated?

   a. Testing? Yes_____. No_____.

      If yes, (15).

   b. Speakers: (16)

   c. Group process: (17)

   d. Individual interview: (18)

   e. Preparation (hand-out) materials: (19)

   f. Home assignments: (20)

   g. Vocational resources: (21)

   h. Population serving: (22)

3. Impact of Institute on model: (24)

C - PARAPROFESSIONAL TRAINING

Are you training para-professionals to assist you in giving class?

1. How did you select candidates for training? (advertising-applications, etc.)
   a. Formal recruitment? Yes_____. No_____. How?_____.
   b. Informal recruitment (friends, acquaintances, etc.)
      Yes_____. No_____. How?_____.
2. What criteria used for selection: (for example) -
   a. Age?_____.
   b. Level of education?_____
   c. Re-entry?_____
   d. Sex?_____.
   e. Ethnic origin?_____.
   f. prior experience in group/and or individual counseling?_____.
   g. Other?_____.
3. Did you charge fee for training?
   Yes_____. No_____. If so, how much?_____.
4. Will you, or are you, paying trainees for services after training completed? Yes_____. No_____. Maybe_____. Other compensation?
   _____.
   (Complimentary classes etc.)
5. How many trainees in program?_____.
6. Who is sponsoring training program?:
   a. College/University?_____.
   b. Community organization?_____.
   c. Other?_____.
   d. Grant? Yes_____. No_____. If yes, source of grant_____
7. Where training classes being held? What is the environment?_____

8. Is credit being given for training?_____. (Certification of completion, etc.)

   a. What kind?_____.

   b. By whom?_____.

9. Who gave/is giving training?

   a. You?_____

   b. ALL professionals?_____.

   c. SOME professionals?_____

   d. Other?_____.

10. Ratio of teacher/trainee?_____.

11. How many total hours in the training program?_____ Spread over what time segment_____?

12. What was your training format:

   a. Lecture?_____.

   b. Seminar?_____.

   c. On-the job?_____.

   d. How long practicuim?_____.

13. Supervision of trainees

   a. Who is supervising?_____.

   b. Is supervision by:

      1. Observation?_____.

      2. Tape?_____.

      3. Other_____.

   c. How often- Once per week?_____ Once per month?_____

      Continual?_____ Other?_____.

   d. When feedback sessions for trainees?

      Immediately following class? Yes?_____. No?_____.

      Specified time arranged? Yes?_____. No?_____.

14. How do you feel about using para-professionals in this program?

_____.

D - NOT FORMALLY IMPLEMENTED

If you haven't adapted program or any form there of in your institution, what are your reasons for not doing so?

1. Administration did not or was not able to follow through on commitment? _____.

   If this was a barrier, what were his/her reasons for not so doing?_____.

2. Unsuitable for population you are serving?_____.
3. Other?_____.
4. Has the Institute impacted on an:
   a. Ongoing course?_____.
   b. In your counseling in general (that is, are you using anything you learned at the Institute or any information from Institute in anyway?)
   c. In your community involvement in some way not included in this interview?_____.

      How?_____.

TRAIN TO EQUALITY INSTITUTE-LETTER TO PARTICIPANTS

1. Reminder of target date for replication
2. Will do phone interview evaluation
3. Approximate time it will take
4. Approximate dates that we will call
   (advise if will be inconvenient)
5. Will be different series of questions depending upon adaptation of class model
6. Reminder: We are available for free consultation
7. Also include information on when grades will be out

APPENDIX E

COPY OF PREPARATORY LETTER TO INSTITUTE PARTICIPANTS REGARDING FINAL EVALUATION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

UNIVERSITY EXTENSION LOS ANGELES, CALIFORNIA 90024

March 3, 1977

THIS LETTER SENT TO ALL THIRTY PARTICIPANTS IN THE TRAIN TO EQUALITY INSTITUTE. HOME ADDRESSES WERE USED.
MARCH 9, 1977.

Dear

It appears that spring is almost upon us, and with it the time has arrived to report the outcomes of the TRAIN TO EQUALITY Institute.

The key question,of course,is has replication, whole or in part, of the Institute model, GROUP COUNSELING FOR WOMEN, been initiated by you.

Rather than ask you to fill out another questionnaire, we are going to conduct a final interview via long distance telephone. Besides having the advantage of eliminating more paperwork for you, it affords us the opportunity for a personal contact with you once again.

We are expecting each interview to take a maximum of twenty minutes, and we will begin placing our calls March 16, 1977. We will try to place the calls during the morning and early afternoon, making allowances for time differences in various parts of the country.

The questions we will ask may be different for different people - depending upon the adaptation of the class model. For instance, for those of you who have or are attempting a replication of the model as presented, one set of questions will be asked. For those of you initiating a portion of the model or adding to an existing model, a different set of questions has been prepared. If you have begun a training group for paraprofessionals, we will have questions pertaining to that, and,finally, for those who have not been able to implement the program as yet, we have still another group of questions.

In general, most of the questions we will ask can be answered by you without any preparation on your part, however, you may need to pull together demographic information concerning participants before the interview.

If you know that you will not be available for a morning or early afternoon interview during the specified time, please let us know, and we will make other arrangements.

We want to remind you again that we are available for consultation concerning any aspect of the training Institute.

There have been inquiries concerning receipt of grades for the Institute - they will be sent to you around the completion date of the grant period - May 31, 1977.

We are looking forward to our telephone visits!

Cordially

Alice Manion, Project Coordinator
TRAIN TO EQUALITY Institute

Sallie O'Neill, Project Director
TRAIN TO EQUALITY Institute

AM
SON/ msg

APPENDIX F

RESPONSE DATA

EVALUATION INSTRUMENT # 2

RESPONSE DATA FROM EVALUATION INSTRUMENT # II

REGION	NUMBER OF CLASSES IN PROGRESS	NUMBER OF CLASSES SCHEDULED	NUMBER OF CLASS ATTENDEES	PARA-PROFESSIONAL RECRUITS
I - (Boston) METROPOLITAN	4		49	
NON-METROPOLITAN	1			10
II- (New York) METROPOLITAN		7		29
NON-METROPOLITAN				
III - (Philadelphia) METROPOLITAN	5	2	55	
NON-METROPOLITAN				
IV - (Atlanta) METROPOLITAN	11	4	100	27
NON-METROPOLITAN				
V - (Chicago) METROPOLITAN	4		60	
NON-METROPOLITAN				
VI - (Dallas) METROPOLITAN	1	1	35	
NON-METROPOLITAN		2		30
VII - (Kansas City) METROPOLITAN				
NON-METROPOLITAN				
VIII - (Denver) METROPOLITAN	1		20	
NON-METROPOLITAN	3	1	55	4
IX - (San Francisco) METROPOLITAN	2		52	
NON-METROPOLITAN				
X - (Seattle) METROPOLITAN	2	3	20	5
NON-METROPOLITAN	3		152	20
TOTAL	37	20	598	125

APPENDIX G

INSTITUTE SYLLABUS

(SAMPLES)

AGENDA

TRAIN TO EQUALITY INSTITUTE

Nov. 7, 1976 — Sunday Evening

Reception: 6:00 p.m. - 8:00 p.m.

Dean's Conference Room, Extension Building

Nov. 8, 1976 — Monday Morning

8:00 - 9:15	Welcome: Dr. Yolande Chambers Group Counseling For Women History and Philosophy: Ms. Aurline Emmett Orientation: Ms. Alice Manion
9:15 - 9:25	Break
9:25 -10:30	Testing
10:30 -11:30	Small Group Process

Monday Afternoon

1:00 - 1:30	Testing
1:30 - 2:00	Self-Scoring of tests
2:00 - 3:00	Evaluation, Uses, and Interpretation of Concept Mastery Test: Ms. Phyllis Fisher
3:00 - 4:00	Supervision Groups

Nov. 9, 1976 — Tuesday Morning

8:00 -10:30	Evaluation, Uses , and Interpretation of Strong-Campbell Interest Inventory: Ms. Barbara McGowan
10:30 -11:30	Small Group Process

Tuesday Afternoon

1:00 - 2:00	Evaluation, Uses, and Interpretation of 16 PF (Cattell): Ms. Alice Manion
2:00 - 3:00	Group Dynamics: Ms. Aurline Emmett
3:00 - 4:00	Supervision Groups ** Assignment: Protocol on own test data

Tuesday Evening

7:00 - 10:00	Career/Work Improvisation Training Workshop: Dr. Yung-Huo Liu

Nov. 10, 1976 Wednesday Morning

8:00 - 8:30	General questions and feedback: All participants
8:30 -10:30	Panel Discussion: Equality: Women's Needs - Human Needs Moderator: Dr. Yolande Chambers Panel: Ms. Betty McDermott, Dr. Consuelo Lopez Dr. Marilyn Soloman
10:30 -11:30	Small Group Process
11:30 - 1:00	Lunch with Resource Panel: Office of Funded Programs: Ms. Sherry Baldizon Ms. Claire Malis Ms. Adele Millard Educational Opportunities Center: Ms. Glena Amos Ms. Aline Bakewell Ms. Harriet Glickman

Wednesday Afternoon

1:00 - 2:00	Adaption Not Adoption: Voices of Experience: Ms. Eunice Seward, Ms. Shulamite Ash
2:00 - 3:00	Discussion
3:00 - 4:00	Supervision Groups

Nov. 11, 1976 Thursday Morning

8:00 -11:00	Workshop: Vocational Information; How to set up a vocational library; use of the D.O.T., Ms. Leslie Draper (Occupational Analyst)
11:00 -11:30	Small Group Process

Thursday Afternoon

1:00 - 2:00	Discussion and Feedback on Protocol assignment
2:00 - 2:30	Criteria for Selection (GROUP COUNSELING FOR WOMEN paraprofessionals)
2:30 - 3:00	Budget and Promotional Concerns Ms. Sallie O'Neill

	3:00 - 4:00	Supervision Groups
	Thursday Evening	
	7:00 -10:00	Assertiveness Training Workshop: Ms. Catherine Bond
Nov. 12, 1976	Friday Morning	
	8:00 - 9:30	Class wrap-up
	9:30 -10:30	Perspectives on Counselor Bias: Implications For Counselors Dr. Helen Astin
	10:30 -11:30	Small Group Process
	Friday Afternoon	
	1:00 - 4:00	Problem-Solving Workshop Dr. Yolande Chambers

UNIVERSITY OF CALIFORNIA EXTENSION

LOS ANGELES

TRAINING PROGRAM FOR COUNSELOR ASSISTANTS
GROUP COUNSELING FOR WOMEN X 406

The program includes following major areas of training:

1. Some basic understanding of the philosophy and objectives of group counseling, the dynamics of small group process, the "uses" and "abuses" of psychological testing, the values and needs of educated women beyond "marriage and children" ---personal growth and self fulfillment, and the psychological factors involved in decision-making.

2. Conducting counseling interview---trainees become familiar with the essential qualities of counseling interview and hold individual interviews with their group members. At least one or two interviews are held under supervision.

3. Acquiring diagnostic skills---three tests are used: Concept Mastery, Strong-Campbell Vocational Interest, and Cattell 16 Personality Inventory. The trainees learn to administer, score, describe and interpret the test results---oral and written, with supervision.

4. Learning group counseling techniques---theories including assertiveness training and skills in leading group-centered discussion are introduced and the trainees learn to assess the productiveness of group process by the use of rating scales and tape-recording.

5. Some degree of familiarity with educational, vocational and volunteer information ---under supervision, the trainees will plan a one-day workshop using the facilities offered by the Program Advisory Service, UCLA Extension.

6. Integrating some meaningful counseling experiences---together with the counselees' personal data, the trainees will learn to make successive approximation of the individual behavioral outcome (criterion measure of an effective counseling experience) of the counselees at the end of ten counseling sessions. The trainees will also learn to write reports communicating their understanding toward an individual's search for a new direction.

GROUP COUNSELING FOR WOMEN TEACHERS:
Levels of Progress

In the early days of GROUP COUNSELING FOR WOMEN, levels of seniority, based on experience, were fairly obvious and comfortable for all of us. As we reach the unique and enviable position of having a richness of "old hands" it behooves us to again express a philosophy of mutual support and continuing growth. Who better can we learn from than our colleagues; and how could we learn from each other if there were not differences among us. So we value our differences and seek to complement each other.

Along the way the following rather artificial levels of progress may be designated:

Trainee: A counselor is at this level during the initial fall quarter of formal training and supervised practice and for one additional quarter as a participant observer with a small class team. There is no cost, but neither is there remuneration for this second quarter's involvement.

Assistant Group Counselor (Co-leader or Team Teacher): This level obtains for only one quarter, also during the first year, when the counselor acts as a co-leader, sharing equally the burden, but deferring to the more experienced leader in matters of judgment.

Associate Group Counselor (Co-leader or Team Teacher): Having achieved certification, technical status is the same, names of co-leaders are listed alphabetically in the catalog to indicate shared responsibility. Seniority in terms of experience may differ, but style and individual differences in preference may assume greater importance in determining role. All aspects of the work are equally valuable, so co-leaders should feel free to decide between, or among, themselves an equitable division of the leadership responsibility. (To care for another, is not always to allow her the less-taxing share).

Required Reading: Training Program for Counselor Assistants
GROUP COUNSELING FOR WOMEN X 406

Cronback, Lee J., Essentials of Psychological Testing, Harper and Brothers, N.Y., 1949. Chapters 1, 2, 3, 4, 5, 18.

Dinkmeyer, Don C., and Muro, James J., Group Counseling: Theory and Practice. F.E. Peacock Publisher, Inc., Itasca, Illinois. 1971.

Goldman, L., Using Tests in Counseling. New York: Appleton-Century-Crofts. 1961. Chapters 2, 5, 6, 7, 11, and pages 281-308.

Holland, John L., Making Vocational Choices: A Theory of Careers, Prentice Hall, Inc. Englewood Cliffs, N.J., 1973.

Institute For Personality and Ability Testing, 16 PF Handbook, 1602-4 Coronado Dr. Champaign, Ill., 1970.

Krech, Crutchfield, and Ballachey, Individual In Society, New York: McGraw Hill Book Co, 1962. Chapters 4, 11, 12, 13, 14.

Peters, Herman J. and Hansen, James C., Vocational Guidance and Career Development, The McMillan Co. 1971.

Rogers, Carl, Client-Centered Therapy. Houghton Mifflin Co. 1951.

Roe, Anne, Psychology of Occupations. N.Y., N.Y., John Niley and Sons, Inc. 1956.

Tyler, Leona, The Work of the Counselor. N.Y.: Appleton-Century-Crofts. 1961. Chapters 1, 2, 6, 7, 8, 10, 12, 13, 14.

Zytowski, Donald G., Vocational Behavior: Readings in Theory and Research, Holt, Rinehart and Winston, Inc., 1968. Part IV and Part V.

Suggested Reading

Alberti, R.E., and Emmons, Michael L., Your Perfect Right. Impact, Box 1094, San Luis Obispo, California, 1970.

Fenstersteim, Herbert and Baer, Jean, Don't Say Yes When You Want To Say No, Dell Publishing Co., Inc., N.Y., N.Y., 1975.

Moustakas, Clark E., Loneliness and Love, Prentiss Hall, Inc. 1972.

Ohlsen, Merle M., Group Counseling. Holt, Rinehart and Winston, Inc., 1970.

Rogers, Carl, Encounter Groups. Harper and Row. New York. 1970.

Rogers, Carl, On Becoming A Person. Houghton Mifflin Co Boston. 1970.

Safilios-Rothchild, Constantina, Toward A Sociology of Women, Xerox College Publishers, Lexington, Mass. 1972.

Simon, Sidney B., Howe, Leland, Kirschenbaum, Values Clarification, Hart Publishing Co., Inc. N.Y., N.Y., 1972

SUGGESTED OUTLINE FOR COUNSELEE PROTOCOL (WRITE-UP)

I. Descriptive

A. Personal Data Sheet Information
--family, education, work experience, preference, and projected plans, (if any).
--be concise, brief.

B. Actual Test Results
--Include results that are outside norm and significant. Not necessary to record scores in chance areas.
--Be objective.
--relate to norms.
--at least once, identify each test specifically, thereafter, use abbreviations.
--in referring to test results use term, "in general, it/they reflect (s)";rather than "measure".
--In CMT: note if large number of wrong answers--above 25% significant.
--SCII: Read reverse sides of both counselor's and counselee's profile.
Include 3 main sets of scores: (a) The 6 general Occupational Themes (general view of interests); (b) The Basic Interest Scales (Strength of interests -- more specific areas); and (c) The Occupational Scales (indication of how similar or dissimilar interests are to employed people in specific occupations).
--include significant results of administrative indices and special scales.
--16PF: terminology: scores 1 & 10--"very"; 2 & 9 -- "rather"; 3 & 8 -- "more".
Composite factors calculated only when relevant.
Discuss -- briefly -- significant differences between self-profile and actual test results. (Significant difference: 3 or more stens).

II. Interpretive (Integration of all pertinent information --written as summary)

Look for relationships among the tests.

III. Suggested Options:

--consider REALITY FACTORS of Personal Data Sheet, test results, group participation, etc.
--consider areas of pursuit to encourage.
--consider level of achievement.
--what specific steps would you suggest.
--support own feelings empirically.

MANUAL OF PROCEDURES

FOR

GROUP COUNSELORS

GROUP COUNSELING FOR WOMEN

Barbara McGowan
and

Alice Manion

PART I. PLANNING

Contact Information:

Course Coordinator: _____

Address: _____

Phone: _____

Other: _____

_____

Preliminary Concerns:

Plan to check out the class setting by a personal visit to the site sometime in advance of the starting date. Telephone ahead to make sure someone can meet with you to go over the premises. Clarify the following items or any others that may be relevant in the particular instance:

1. Number and size of rooms available for class use.
2. Seating arrangements. Will a custodian set up the rooms? Will they be open, or will you need a key?
3. Verify class dates, particularly if there is an intervening holiday to extend the course beyond ten weeks.
4. Verify class hours and specify any extension of time you may anticipate for a particular date. Clarify lock-up responsibilities if you leave the premises unattended.
5. Will blackboard and lecturn be available if needed?
6. Is smoking allowed? Ash trays available?
7. Can arrangements be made for coffee?
8. Can make-up testing be held at the site before or after class or on some other date mutually agreeable to all?
9. What are the heating and/or ventilating facilities, if you should need them.
10. Will someone be available on the premises before and during class period should unexpected problems arise?

Before the first class meeting:

1. Secure the names, addresses, and telephone numbers of pre-enrollees from whomever is responsible for registration prior to first class meeting.
2. Make a typed, alphabetized list for your convenience in registering members the first day of class. (See more on registration procedure in Part II.)

3. Name tags are suggested for both the counselors and class members for the opening session.

4. Plan well ahead for any hand-out materials you will need the first day.

5. Check all test materials.

Overall course planning:

The first class meeting starts with Orientation, shared by the leaders, describing the philosophy and aims of the course and all aspects of GCFW activities and commitments. One counselor may wish to discuss the nature of self-assessment procedures and the exploration of educational, vocational and volunteer opportunities, leaving the discussion of such things as the importance of the homework assignments and the role of group process in GCFW to the co-leader. Testing will take most of the first session, which should conclude as nearly as possible on schedule.

Division of the class into sub-groups is usually done during the first meeting for the purpose of test administration. Use a count-off method or alternate colored name tags at registration to assure randomness and to separate friend from friend. These sub-groups are then maintained with their original leader as discussion groups for the remainder of the course.

Any combination of testing, test interpretation, small group activities, and speaker programs may be planned from the second meeting on. Most leaders put the completing of testing and the beginning of small group interaction in top priority; however, you may choose to invite a speaker or start test interpretation as early as the second meeting if you wish. (Allow two weeks for scoring and return of SCII results.)

Planning for speakers:

Getting speakers presents some practical problems. You, of course, want to get speakers whose field of work has interest for much of your group, and who are themselves stimulating. But even when you find a speaker who has both of these things, her talk may fall flat if it is not focused for this kind of audience.

It is essential that you make sure the prospective speaker understands what the class is like. Be specific in describing it to her (or him): age range, socio-economic backgrounds, educational levels, common problems, and group "data" re: marriages, divorces, widows, kids, etc. Further, the speaker should understand that these women want to hear their story as it really has been and is -- not some idealized version of it. They want some look at the feelings concerning decision-making, perhaps the struggle that went along with the speaker's achievement. Many of the leaders have found the following list helpfull -- either to talk about with speakers or to model a written list on:

1. At what point in your life did you decide to go toward what you're doing now?
2. How did you begin?
3. What do you think were the essential elements in your decision making?
4. What helped you come to terms with your choice?
5. What was your past training or skills that contributed to what you're doing now?

6. If you returned to education, how did that feel? What problems? What adjustments?
7. What were the hardest things for you? What were the most useful things you did? Are there any particular thoughts or philosophy that has helped you?

Other suggestions could be: Comment on learning on the job -- in what ways are you "growing" -- developing new skills, etc. Comment on education in women's lives -- how is it changing -- how are you competing? And, of course, specific information concerning work, education, new trends, etc.

During the course:

The coordinator may be invited to visit the class at least once and may be asked at any time to help in session planning. She will also be available to assist in overcoming any special difficulties which may arise.

Ideally, the classes should be handled in such a way that the function of the course is served within the ten 2-1/2 hour sessions. Individual counseling appointments are offered. Work as openly as is comfortable for the individual toward her own appropriate goals within the context of the small discussion groups. Make relevant referrals for resource materials and more specific ideas.

At course conclusion:

Plan to meet with the coordinator for a course review and to turn in materials: course evaluations, student roster, folders with test results and summary information on each student, etc. Look around at home for any "lost" test materials, keys or manuals. Add yournew complement of information cards to the speaker file. Fill out a "Counselor Nominee" form for a very special class member you would like to recommend for training.

PART II. PROCEDURES

Registration:

A smoothly organized check-in procedure will lend an aura of calm competence to all that you do -- and greatly simplify your record-keeping.

1. Collect registration slips and check names on your alphabetized roster. Verify name spellings (and get her first name if listed by husband's) addresses, and telephone numbers.
2. On a separate sheet of paper, list those without registration slips. Get name, address, telephone number and note any special tale, such as "Check sent last week".
3. Allow walk-ins to enroll to the limit of agreed maximum, if class has not been closed. If class has been called "closed" by Registrar's Office, do not take new enrollments, even if there have been withdrawals. Check with Daytime Programs office as close prior to class as possible for last minute additions to roster.
4. In accepting walk-ins, keep in mind that space must be saved for pre-enrollees who do not appear, building only to agreed maximum. These women, few fortunately, should be telephoned after class to determine if they intend to come and to advise them of make-up testing time and place.
5. Keep names and addresses of all walk-ins who cannot be accomadated for future reference. Remember an overflow crowd is a sign of success.

Be happy, not harried. By all means allow them to stay for the orientation, then refer or defer with sincere regret.

6. Following the second meeting, your class roster should accurately list paid, enrolled class members who have turned in registration slips. If the Registrar is slow in returning someone's slip, call that office to verify payment before returning any test results. Any refunds after testing must be cleared with the coordinator.
7. Among the announcements at the second meeting should be the "no visitors -- no tape recording" policy of Extension. GCFW policy states no visitors, no matter how special, to the small discussion groups. Speakers, for instance, must be forewarned of your need to move quickly into groups.

Testing:

Try to assign for a given session only such tests as can be completed by the average person in the allotted class time. This is up to you, but a suggested schedule might be:

First meeting: SCII and 16 PF. Personal Data Sheet goes home. Must be returned at next class meeting.
Second meeting: CMT

In planning test administration, be sure you find time to review the specific instructions for each test prior to the test date. The following are general suggestions:

1. SCII test booklets, answer sheets, #2 pencils -- may be arranged for with the coordinator several days ahead of the first class session. Get fact sheet forms for student folders.
2. SCII answer sheets are returned to the individual in charge of mailing them to the center for scoring on the day of testing or the day after, since they are sent out of that office to be scored by computer.
3. Counselors are responsible for returning the same number of test booklets and other borrowed supplies at the earliest possible moment.
4. Instructions during the administration of the tests should be standardized to insure accuracy of results. You should agree in advance on standard language to be used for the test instructions on each test. Class members who need further clarification on questions after the test begins should be answered personally, and quietly and only to reassure or restate the original instructions.
5. Prior to class, make up a record sheet to keep track of tests as they are issued to the class, completed, and returned to you. Ask the class to remain seated and to raise their hands when finished with a test. Check out the next test on your record, take it to the student, and check in her completed test one at a time. This seems the only safe method to avoid scrambled records and to keep an accurate tally of test booklets.

UCLA Extension Human Development

Date: _____

GROUP COUNSELING FOR WOMEN - FACT SHEET

Leader: _____

NAME _____ AGE _____ MARITAL STATUS _____

STREET _____ PHONE _____ HUSBAND'S NAME _____

CITY _____ ZIP _____ HUSBAND'S OCCUPATION _____

CHILDREN _____ CURRENT OCCUPATION _____

EDUCATION _____

VOLUNTEER EXPERIENCE _____

WORK EXPERIENCE _____

_____

TEST RESULTS:

CMT

	right	wrong	total
Part I			
Part II			

TOTAL _____

16 PF

Sten Score	1 2 3 4 5 6 7 8 9 10	Self Score
A		
B		
C		
E		
F		
G		
H		
I		
L		
M		
N		
O		
Q1		
Q2		
Q3		
Q4		

SCII

3-letter Occupational Code ____

General Occupational THEMES: _____

R _____

I _____

A _____

S _____

E _____

C _____

UNUSUAL RESPONSES AND/OR ADDITIONAL COMMENTS:

_____

_____

_____

BASIC INTEREST SCALES:

	High	Low
R		
I		
A		
S		
E		
C		

OCCUPATIONAL SCALES:

R		
I		
A		
S		
E		
C		

Creativity Sten: _____

Other _____

Comments: _____

_____

_____

_____

AOR _____ IE _____

University Extension, UCLA Department of Human Development

GROUP COUNSELING FOR WOMEN
824
Personal Growth through Educational, Vocational, and Volunteer Activities

1. Psychological testing: A battery of useful tests will be administered to the participants the day of the first class meeting. Test results will be kept confidentially and will be used by the participant for her personal exploration. Inferences drawn from the test results will be discussed by the group counselors.

2. Field trips: Discussion group members may meet with their counselors in settings where they may see and learn directly about the procedures and opportunities available to them (1) in continuing education, and (2) in employment and perhaps (3) in volunteer settings. These field trip meetings are usually held during the regular class hours with programs and small group discussions held at the setting assigned. Field trips are made only if they meet the needs of the group.

3. Speakers: Experts from some representative fields will be invited to speak to the group to discuss what it takes to be successful in the life-work for which they have been chosen as outstanding examples. In many cases these will be women who themselves have surmounted the challenge of complex lives and can, therefore, serve to inspire continuous personal growth as well as to impart up-to-date factual information.

4. Group discussion: Participants will form into small groups for part of each session. Together with a trained group counselor, the group will explore the expanding possibilities for self fulfillment in the lives of modern women. As group members come to know each other in their continuing relationship, they will be better able to share their mutual concerns and to help each other in their personal aspirations.

5. Assigned tasks: The participant is expected to do the assigned task as part of the process of self-assessment. The insights gained from doing these assignments will provide the individual with the incentive to clarify and implement her personal goals.

6. Suggested readings: A list of books and articles will be recommended to the participants to help broaden the scope of their personal growth and meaningful orientation.

7. Counseling interview: Toward the end of the course, participants will be able to arrange one individual interview with her group counselor to more fully explore her personal concerns and aspirations, if she so wishes.

University Extension, UCLA — Department of Human Development and Services

DATE _____

GROUP COUNSELING FOR WOMEN

Personal Data Form

NAME _____
Last First

ADDRESS _____ PHONE _____

CITY _____ ZIP CODE _____

AGE _____

MARITAL STATUS: Single___; Married ____; Divorced ____; Widowed ____.

If you have children, give age and sex: _____

EDUCATION

	Name	Date of Attendance	Degree or Certification
High School			
College and Other			

Your college major (s) or other training: _____

_____

_____

_____

If you did not complete a degree or certificate program, why? _____

_____

_____

_____

_____

In school, specifically what three career possibilities did you consider for yourself? Rank them in terms of your personal preference. (Assign "1" to the most preferenced one, and so on.)

( ) _____

( ) _____

( ) _____

Are you interested in continuing education? No ___, Yes ___. If yes, how strongly do you feel that you want to:

	Strongly					Mildly
Go back to school for a degree:	___	___	___	___	___	___
Full-time	___	___	___	___	___	___
Part-time	___	___	___	___	___	___
Take various enrichment courses	___	___	___	___	___	___
Get short-term training or certification	___	___	___	___	___	___

VOLUNTEER EXPERIENCE

List several major activities in which you participated as a volunteer:

Duration (mo.)	Name of Organization	Nature of your responsibility

Which volunteer work was most satisfying to you? Which was least satisfying? Why?

Are you now interested in volunteer activity? No ___, Yes ___. If yes, how strongly do you feel that you want to:

	Strongly						Mildly
Continue with your current commitments	:	:	:	:	:	:	:
Find a new volunteer commitment							

WORK EXPERIENCE

List several major job experiences. Describe briefly and give the approximate duration of employment. Rank them in terms of personal satisfaction. Assign "1" to the most satisfying one and so on.

Duration (mos)	Position and Nature of Job	Rank

Are you interested in getting a job? No ___, Yes ___. If yes, how strongly do you feel that you want a:

	Strongly						Mildly
Full-time job	:	:	:	:	:	:	:
Part-time job	:	:	:	:	:	:	:

Specifically, in what kind of work would you be most interested?

What kind of work would you not consider? _____

If married, what is your husband's first name? _____
His educational background and training? _____

What is his present job assignment and position? _____

GENERAL INFORMATION

Do you find:

	Very much	Not at all
Homemaking rewarding?	:___:___:___:___:___:___:	
Husband has great need of your time and attention?	:___:___:___:___:___:___:	
Children have great need of your time and attention?	:___:___:___:___:___:___:	

In general, what is your family's attitude toward your engaging in the following activities?

Activities	Very Favorable	Very Unfavorable
Volunteer work	:___:___:___:___:___:___:	
Full-time student	:___:___:___:___:___:___:	
Part-time student	:___:___:___:___:___:___:	
Full-time employment	:___:___:___:___:___:___:	
Part-time employment	:___:___:___:___:___:___:	
Homemaking	:___:___:___:___:___:___:	
Engaging in other creative activities	:___:___:___:___:___:___:	

At present, what are the goals and aspirations you have for yourself?

What have been your major leisure time activities, past or present?

Description	Rank

What are your expectations for the course? _____

How did you learn about this course? _____

Is there any other information you wish to include? _____

RECOMMENDED READINGS *

GROUP COUNSELING FOR WOMEN 824

GENERAL INTEREST:

THE VOLUNTEER COMMUNITY: CREATIVE USE OF HUMAN RESOURCES. Eva Schindler-Raiman and Ronald Lippitt. NTL Institute, Washington, D.C., 1971. A guide to the best use of your own and other's talents in volunteer work.

PERSONAL AND PROFESSIONAL SUCCESS FOR WOMEN. Jan Dunlap. Prentice-Hall, Inc., 1972. Lucidly written book by a woman executive with specific, helpful suggestions for the woman interested in career-building techniques and in executive level opportunities.

THE PROFESSIONAL JOB HUNTING SYSTEM. Group authorship. Performance Dynamics, Inc., 1970. A manual on professional approaches and modern techniques of job hunting, particularly directed to individuals interested in improving financial rewards in their career.

WHAT COLOR IS MY PARACHUTE? Richard Bolles. Parachute, San Francisco, 1971. Helpful for those who find it necessary to identify a second career and how to design the job hunting process for it.

NO EXPERIENCE NECESSARY. S. Friedman and L. Schwartz. Dell Publishing Co., 1971. A guide to employment for the female liberal arts graduate.

HOW TO GO TO WORK WHEN YOUR HUSBAND IS AGAINST IT, YOUR CHILDREN AREN'T OLD ENOUGH AND THERE'S NOTHING YOU CAN DO ANYHOW. F. Schwartz, M. Schifter, and S. Gilloti. Simon & Schuster, Inc., 1972. Directed toward the college-educated family woman to assist a smooth re-entry into the world of meaningful, challenging jobs.

THE WORKING MOTHER'S GUIDE TO HER HOME AND HER FAMILY. Alice Skelsey, Random House, 1970. An entertaining and thoughtful book that offers practical information to the working woman.

SO YOU WANT TO GO BACK TO WORK. Schofield and Klarman. Random House, 1968. The authors are two women who returned to education and careers after having families. The book discusses fields to think about, what is required and where to look for training and what it is like to go back to school.

CREATIVE CAREERS FOR WOMEN. Scobey and McGrath. Essandess Special Edition, 1968. A handbook of sources and ideas for part-time jobs. Data on interviews with 750 women who have combined home and careers.

CAREERS FOR WOMEN AFTER MARRIAGE AND CHILDREN. Barbara O'Neill. The MacMillan Co., 1965. For the woman who wants individual fulfillment as well as marriage. Covers choosing a field, continuing education, sample letters of inquiry, sample resumes, etc. Especially good guide for those with B.A. degrees.

CHOICE AND CHALLENGE FOR THE AMERICAN WOMAN. Gladys Harbeson. Schenkman Publishers, 1972.
Author presents a case for the total re-evaluation of women's education--its purposes, content, and timing. Traces historical change and includes a survey of the current status of women. Suggests an approach for life planning for American women. Good biography included.

RECOMMENDED READINGS *

EVERYTHING A WOMAN NEEDS TO KNOW TO GET PAID WHAT SHE'S WORTH. Carolyn Bird. McKay Publ., 1973.
A survey of problems faced by working women with suggestions on how to counteract them. Book is based on and includes interviews with successful working women.

BREAKTHROUGH: WOMEN INTO MANAGEMENT. Rosalind Loring and Theodora Wells. Van Nos Reinhold Company, 1972.
Stresses how and why the admission of more women into the managerial ranks ensures greater productivity for organizations--also includes information for the woman seeking success in management.

OCCUPATION HOUSEWIFE. Helena Z. Lopata. Oxford University Press, 1971.
A systematic, sociological and sympathetic examination of the American housewife based on a five year interview and statistical study.

The following books are just off the press-- based on the authors' reputations for excellence, we assume that they should be included in this list of suggested readings:

JOB IDEAS FOR TODAY'S WOMAN. Ruth Lembeck. Prentice-Hall Inc., 1974.

WOMEN AND SUCCESS: THE ANATOMY OF ACHIEVEMENT. Ruth B. Kundsin, Ed., Morrow Publ., 1974.

PERSONAL GROWTH

IDENTITY, YOUTH AND CRISES. Eric Erikson. W.W. Norton and Co., 1968. The author develops the theory of the Life Cycle, eight stages from infancy to old age. An aid in understanding of self and family.

SELF-RENEWAL: THE INDIVIDUAL AND THE INNOVATIVE SOCIETY. John Gardner. Harper & Row, 1965.
Discusses the individual's pursuit of the full range of his/her own potentialities. Offers the premise that social renewal depends ultimately on the individual's renewal.

TOWARD A PSYCHOLOGY OF BEING. Abraham Maslow. Princeton: Van Nostrand, 1962.
Author discusses self-actualization as the pinnacle of man's need structure as he pursues humanistic values from a philosophical point of view.

ON BECOMING A PERSON. Carl Rogers. Houghton Mifflin Co., 1961. Discusses the process of becoming a mature person and the implications of this change of attitude for education, for therapy and for family life. Encourages the reader to view herself as an individual with qualities and possibilities infinitely capable of development.

THE COURAGE TO BE. Paul Tillich. Yale University Press, 1952.
Author characterizes the anxiety of our own time as coming from the loss of the meaning of life.

THE RIGHT TO CREATE. Judith Groch. Little Co., 1970.
Creativity is discussed as the biological birthright of all healthy, fully functioning human beings and the right of each individual to fulfill the promise of his/her birth. Encourages the understanding of the meaning of creative behavior as it relates to both human status and personal needs.

RECOMMENDED READINGS *

STATUS OF WOMEN:

THE PSYCHOLOGY OF WOMEN. Judith M. Barwick. Harper and Row. 1971.
Neither a prescription for women's liberation nor a protest against prevailing stereotypes, this provocative book is the first attempt by a psychologist and mother of three to integrate biological, psychological and medical data into an incisive presentation of the American woman today.

WOMAN IN A SEXIST SOCIETY. Vivian Gornick & Barbara K. Moran, et al.
Basic Books. 1971.
A collection of current writings by 31 women scholars, authors and activists concerned with the status of women in our culture.

WOMANKIND. Nancy Reeves. Aldine-Atherton Press. 1971.
An effort to discern images of women in the mirrors of the century that looms ahead.

THE POTENTIAL OF WOMEN. Seymour M. Faber & Roger Wilson. McGraw Hill. 1963.
This book is a result of a symposium discussing the potential of women and the hazards they confront in their search for the most meaningful freedom, the freedom to be oneself.

WOMAN'S PLACE. Cynthia Fuch Epstein. University of California Press. 1971.
An understanding of the social factors that assign women in our society to their place and keep them there.

THE NOT SO HELPLESS FEMALE. Tish Sommers and Bubul. David McKay, Inc., 1973.
Practical and clever. Full of techniques. "The question is not how to replace feminine rewards with masculine ones, or to substitute so-called male values for female ones. The trick is to find a better balance--a more suitable sharing of rewards and responsibilitites. Especially it is to learn how a woman's strength can be brought to bear on society's ills, not turned back on herself."

....And because this is a reading list for GROUP COUNSELING FOR WOMEN, we want you to enjoy a humorous social satire written by one of our former class members who says the class inspired her to complete and publish it....

MS. ERY. Written by Anne Wittels and illustrated by Ivy Bottini. Wollstonecraft Inc., Publ. 1973.

* These are only a few of the books available which you might find useful. We encourage you to explore further and share with us any book which you discover and might wish others to know. The above list of publications can be found at your local library, bookstore and many at the Information Center for Women located in the Program Advisory Service, Room 215, Extension Administration Building, 10995 Le Conte Avenue at Gayley, telephone 825-2401. You are welcome to browse through the collection at the Center weekdays from 9--5.

RECOMMENDED READINGS *

THINKING ABOUT WOMEN. Mary Ellman. Harcourt, Brace and World, 1968. Serious, witty investigation of our conceptions of femininity.

THE NEW YEARS. Anne Simon. Random House, 1969.
The author suggests there are changes in the way we get older. She enumerates these changes and explores the opportunity for the new use of immagination, taste, intelligence and knowledge.

UNCOUPLING: THE ART OF COMING APART. Norman Sheresky and Marya Mannes. Viking Press. 1972.
Written not only for couples who want to divorce well but also for couples who want to marry well.

THE DIVORCED MOTHER: A GUIDE TO READJUSTMENT. Carol Mindy. McGraw-Hill. 1970
A practical guide for the mother who is undergoing divorce. Offers specific information on legal and technical aspects of divorce as well as advice on overcoming the emotional stresses that often beset the children and mother.

THE MIRAGES OF MARRIAGE. William J. Lederer and Don Mackson. W.W. Norton and Company, 1968.
A profoundly original look at the marital relationship and an insightful analysis of marriage in America. The authors discuss the marital relationship as it is rather than the way our society would like to believe it is.

GRIEF AND HOW TO LIVE WITH IT. Sarah Morris. Family Inspirational Library. Grosset and Dunlap, 1972.
A practical, compassionate description of the process of mourning by a woman who has worked in the field and has carefully analyzed her own experience.

ON BECOMING A WIDOW. Clarissa Start. Family Library, Pyramid Pulb., 1973.
A veteran journalist describes her reactions to her husband's sudden death and her struggle to reshape her life. This book offers insights into life and death within the Christian structure

WIDOW. Lynn Caine. Wm. Morrow & Co., 1974.
A realistic appraisal by a woman who has experienced the loss of her husband and her thoughts and conclusions regarding facing grief; the dynamics of reaction to loss; dealing with being a single parent; being a single provider.

CREATIVE DIVORCE: A NEW OPPORTUNITY FOR PERSONAL GROWTH. Mel Krantzler. Lippincott. 1973.
Author suggests ways of avoiding emotional traps of the past and a program for new involvement as a single person. Book deals seriously and realistically with a serious topic.

BACK IN CIRCULATION. Jean Block. MacMillan. 1969.
Helpful information on returning to the world of work particularly for the divorced or widowed woman.

SHIFTING GEARS: FINDING SECURITY IN A CHANGING WORLD. Nena and George O'Neill M. Evens & Co., Inc., 1973.
Includes authors' seven keys for creative self-management and their guide for a workable plan for dealing with "tomorrow's world today".

THE WONDERFUL CRISIS OF MIDDLE AGE. Eda LeShan. David McKay Co., Inc., 1973.
The ultimate point of this book is human liberation and an inspiration to make some serious and promising changes in middle age.

University Extension, UCLA

Department of Human Development

ADDENDA TO
RECOMMENDED READINGS

GROUP COUNSELING FOR WOMEN 824

GENERAL INTEREST:

THE WOMEN'S WORK BOOK. Karin Abarbanel and Connie McCling Siegel, Prager Putnam Inc., New York 1075. Job-finding and career-building directory. How to get your first job to re-enter job market and fight for your rights in the work world.

WOMEN, WORK AND VOLUNTEERING. Herta Loeser. Boston, Beacon Press 1974. Practical guide to locate a suitable and fulfilling volunteer job. How to apply your talents to find the kind of work that can be mutually rewarding. Contains appendix of volunteer clearing houses.

GO HIRE YOURSELF AN EMPLOYER. Richard K. Irish, Anchor Bookd 1973. An excellent guide to the job search. Includes interviewing for information and the functional resume.

PERSONAL GROWTH:

THE TRANSPARENT SELF. Sydney Jourard. Van Nostrand, Reinhold, New York 1971. Explores the hypothesis that health and full personal development can be aided by the courage to be self-disclosing.

WHEN I SAY NO, I FEEL GUILTY. Manuel J. Smith. Dial Press, New York 1975. How to cope, using the skills of systematic Assertive Therapy. Includes training dialogues covering daily situations.

STAND UP, SPEAK OUT, TALK BACK. Robert E. Alberti and Michael L. Emmons. Pcket Books 1975. The key to self-assertive behavior. Includes a 13-step self-training course and a test that reveals your Assertive Quotient.

PASSAGES, PREDICTABLE CRISES OF ADULT LIFE. Gail Sheehy. E.P. Dutton & Co. New York , 1974. Discusses patterns of adult developmental stages, including "Pulling Up Roots", "The Trying Twenties", "The Catch-Thirties", "The Mid-Life Crisis of the Forties"

STATUS OF WOMEN:

AN UNFINISHED WOMAN. Lillian Hellman. Little 1969. A personal memoir which is inspirational to those women who would like more courage "to be".

THE CHANGING YEARS. Madeline Gray. Doubleday, 1967. A personal history with a good deal of research covering "Menopause Without Fear".

GENERAL OCCUPATIONAL THEMES: R-I-A-S-E-C- CATEGORIES
OF STRONG-CAMPBELL INTEREST INVENTORY

Psychological research has shown that interests can be grouped into six categories and that these groupings can be described by a general theme.

Although descriptions are given below for each theme, they describe a group of people, and all the characteristics may not fit exactly any one person. Few people score high on just one theme and low on all others. Some score high on two or even three themes, and thus they share some of the characteristics with more than one type. Some people score low on all themes which would indicate that definite patterns of interests, as measured by these themes, have not been established yet. Generally, the higher your score, the more characteristics you share with that particular theme.

A-THEME (ARTISTIC)
The A-Theme is artistically oriented and likes to work in artistic settings where there are many opportunities for self-expression. Such people have little interest in situations that are very structured or require physical strength. Instead, they prefer problems or tasks that can be dealt with through self-expression in artistic media. They prefer to work alone and have a strong need for individual expression. They score higher on measures of originality than any of the other types. They describe themselves as independent, unconventional, original, expressive, and tense. A-Theme people tend to be creative in all areas of their lives, tolerant of ambiguity and change--like autonomy and may be socially introverted.

S-THEME (SOCIAL)
People who score high are sociable, responsible, and concerned with the welfare of others and human problems. They usually express themselves well and get along with others. They like to seek attention and situations that will allow them to be at or near the center of the group. They prefer to solve problems by discussions with others, or by arranging or rearranging relationships between others. They have little interest in situations requiring physical activity or working with machinery. Such people describe themselves as cheerful, popular, achieving, and good leaders. S-Theme people often rely on emotions for solving problems, need to be needed, and are happiest when there are other people around. Responsible and responsive.

I-THEME (INVESTIGATIVE)
This theme tends to center around science and scientific activities. High scorers on this theme would prefer to work alone rather than in a large office with a group of people. They prefer to think through problems and work with ideas, words, and symbols in solving them. Such people enjoy loosely-defined problems and do not like highly-structured situations with many rules. They frequently tend to be original and creative, especially in scientific areas. They tend to like vocations involving analytic, imaginative behavior and solve problems through manipulation of ideas, words, and symbols. They prefer intellectual rather than physical activity, are verbally adept, and can tolerate long periods of solitary work.

R-THEME (REALISTIC)
Descriptive examples are rugged, practical, and physically strong. Such people often have trouble expressing themselves in words or communicating their feelings to others. They like to work outdoors, and they like to work with tools, especially large machines. They prefer to deal with objects rather than with ideas or with people. They enjoy creating things with their hands. They usually prefer agricultural, technical, and skilled trades--like activities involving motor skills--avoid abstract thoughts and reading--achieve in technical and athletic areas. They like to deal in practical ways with the world of reality.

E-THEME (ENTERPRISING)
High scorers in this theme are good with words which they put to effective use in selling, dominating, and leading. Frequently they are in sales work, they are good at thinking up new ways of doing things and at leading and convincing people. They see themselves as full of energy, enthusiastic, liking adventure, self-confident, and dominant. They prefer social situations where they can assume leadership and direct others. They enjoy persuading others to their point of view. They are impatient with precise work or work involving long periods of intellectual effort or concentration for long periods of time. They like power, status, and material wealth, and enjoy working in expensive settings. They prefer engagement in more activities than any other social type. The business person is the stereotype for this category--verbally persuasive, socially assertive and physically restless.

C-THEME (CONVENTIONAL)
High scorers on this type prefer jobs where they know exactly what they are supposed to do, using verbal and numerical skills that characterize office work. They fit well into large organizations, but do not seek leadership. They respond to power and are comfortable working in a well-established chain of command. They dislike loosely-defined job situations, preferring to know exactly what is expected of them. Such people describe themselves as conventional, stable, well-controlled, and dependable. They have little interest in problems that require physical skills or intense relationships with others. They are most effective at well-defined tasks, and they value material possessions and status--usually avoiding tasks that require spontaneous, original functioning. They are orderly and precise -- tolerant of detail work and structure.

The test results on your profile are based on your like and dislike answers to the inventory. Your scores indicate the degree to which the phrases in the above categories are generally true for you or which probably do not describe you as well. You are the best judge of determining which descriptions fit and which don't. This can be important in helping you to better understand how your preferences fit into the world of work.

University Extension, UCLA Department of Human Development

GROUP COUNSELING FOR WOMEN

EDUCATIONAL OPPORTUNITIES FOR WOMEN

The purpose of this listing is to provide information for mature women who are seeking academic, vocational, or specialized educational training in either state-supported or private institutions in the Los Angeles Area.

In some instances specific information that we feel might be of general interest to this class has been provided. This listing does not purport to be a complete one, but has been selected to provide a picture of the kinds of educational opportunities which are available.

For additional information and for applications write to the Director of Admissions of the particular school. Applications for Fall are opened November 1 of the previous year. Graduate applications for Fall are generally due by March, though sometimes earlier.

I. PUBLIC EDUCATIONAL INSTITUTIONS

A. University of California (UCLA)

1. Undergraduate Division
   Requirements: B average in high school; must take 12 units per quarter (May petition for part-time). No age limitation.
   Office of Admissions: 1147 Murphy Hall, UCLA, Los Angeles, Calif. 90024

   Counseling available upon application for admission in Student Counseling Center. Academic program advising available in college in which student enrolls only after admission to UCLA.

2. Graduate Division
   Requirements: Bachelor's degree from institution of recognized standing. Acceptance for admission depends on specific department rules.

   Office Admissions: Admissions Section, Graduate Division, Murphy Hall, UCLA, or from the department in which individual wishes to study.

3. Extension

   Open admission in a large variety of subjects to all who apply; cost varies per subject and length of course. The prefix XL before a course number indicates it is equivalent to a UCLA regular session course. Students planning to transfer Extension credit to UCLA regular session or to other colleges and universities are urged to confer with the Program Advisory Service in the Extension Administration Building, Room 215, 10995 Le Conte Avenue; Telephone: (213) 825-2401, Station 250 or 261. Extension also offers certification and professional designation programs designed for persons preparing for careers or seeking to enhance their advancement potential in specific professional fields. As of Fall 1974 they include:

ATTORNEY ASSISTANT TRAINING PROGRAMS
Bachelor's degree or equivalent experience is required. Probate administration and Litigation are two of the programs scheduled for 1974. These are full time programs.

PROFESSIONAL DESIGNATION IN PRINTMAKING
A two year progressive curriculum of 16 courses.

CERTIFICATE IN ARCHAEOLOGY

COUNSELING SPECIALIST FOR ADULTS
Provides an opportunity for adults to obtain specialized training in adult counseling in marriage, family, occupation, career, retirement and involvement counseling.

PROFESSIONAL DESIGNATION IN INTERIOR DESIGN
This course is offered in cooperation with the UCLA Art Department and representative associations of the interior design profession of Los Angeles.

(See Extension Bulletin for further information on these and other specialized programs.)

Apply to: Information Office, University of California Extension:
P.O. Box 24901/ Dept. K, Los Angeles, California 90024
3620 West 182nd Street, Torrance, California 90504
Room 1324, Campus Hall, Irvine, California. 92650

4. Summer Sessions
You do not have to be accepted by UCLA as a regular student to enroll in the Summer Sessions. Write or call the Office of Summer Sessions, 1248 Murphy Hall, 405 Hillgard Avenue, Los Angeles, California 90024. 825-3870, 825-3969. Their catalog comes out about February.

5. Extended Degree Program. UCLA now offers 6 part time programs. There are two Bachelors of Art programs, Liberal Studies (825-5552) and Human Services (825-1937). Applications are available in mid-November for the following Fall. The Masters level programs are Public Health (825-5524), Education (825-2701), Architecture (825-7857) and Business Administration (825-5955).

B. California State Colleges

Requirements: Mature women are welcome; in the past and in general, admission to the various colleges in the system required a high school diploma plus grade point average of h.s. times 1000 added to S.A.T. test scores but some changes have been made. For current information consult the college admissions office of the specific institution.

Each college in this system offers a basic program on the liberal arts with course offerings leading to the bachelor's or master's degrees plus a limited number of joint doctoral degrees. Some counseling available.

1. California State University, Fullerton
800 North State College Blvd., Fullerton 92631
1971 - Master's Degree Program in Library Science

2. California State University, Long Beach
6111 East 7th, Long Beach, California 90804

3. California State University, Los Angeles
5151 State College Drive, Los Angeles, Calif. 90032

A pioneer in offering conferences concerning the changing role of women. The school offers Master of Arts degree programs in twenty-nine areas and Master of Science degree programs in thirteen. Financial assistance for students training for Master of Science in Rehabilitation Counseling.

4. California State University, Northridge
18111 Nordhoff, Northridge, California 91324

5. California State University, Dominguez Hills

C. Community Colleges

Requirements: Open door policy on admissions, high school gratuate OR 18 yrs. of age, mature women and/or part-time students welcome. Tuition free for residents of district.

Day and night classes. Specializes in liberal arts or vocational training. Special Group activities for women plus individual counseling. These two-year colleges award Associate in Arts degrees (60-64 units of course credits in an prescribed curriculum.) Academic courses are transferable with full credit to the UC and State College systems.

1. Compton College, 111 East Artesia Blvd., Comtpon, California

2. Fullerton College, 321 East Chapman, Fullerton

Offers a special program for women interested in Home Economics major.

3. Glendale College, 1500 North Verdugo Road, Glendale, California

4. Harbor College, 1111 Figueroa Place, Wilmington, California 90744

5. Long Beach City College, 4901 E. Carson St. Long Beach, California 90808

Contact: Mrs. Beverly O'Neill, Women's Advisor
Has a continuing education program for women at their Business and Technology campus - provides both counseling and testing.

6. Los Angeles City College, 855 North Vermont, Los Angeles, Calif. 90029

7. Orange Coast College, 2701 Fairview Road, Costa Mesa, California

Contact: Mrs. Wandalyn Hiltunen, Instructor-Counselor. Offers a course one evening a week in Economic and Social Opportunities for women.

8. Pasadena City College, 1570 East Colorado Blvd., Pasadena, California 91106

9. Pierce College, 6201 Winnetka Avenue, Woodland Hills, Calif. 91364

10. Santa Ana College, 1530 West 17th Street, Santa Ana, California

11. Santa Monica City College, 1815 Pearl Street, Santa Monica, Calif. 90405

    Contact: Mrs. Rovena F. Jacobson, Counselor
    Offers a course that provides guidance and counseling to women 25-65 years of age in preparation for enrollment in the regular college program. Scholarships available for women.

    Major in Child Development leading to the A.A. in early childhood education is available for women.

12. West Los Angeles College, 9770 Culver Blvd., Culver City, Calif.

II. PRIVATE EDUCATIONAL INSTITUTIONS

A. Four Year Accredited Colleges

1. Azusa Pacific College, Highway Sixty-six at Citrus Ave., Azusa, Calif. 91702 (213) 969-3434
   An accredited liberal arts college; offers Master's degree programs in numerous disciplines -- traditional kinds of programs as well as some special, non-traditional. They offer a M.A. in Social Science with emphasis in marriage, family and child counseling at their Valley Center. Classes are scheduled so you need attend only one day of the week.

2. California Lutheran College, Thousand Oaks, California 91360

   Encourages mature women for part-time study; special students may be accepted on individual basis; specialty, teacher training.

3. Chapman College, 333 North Classell Street, Orange, California 92666

   Mature women welcome; specialty, liberal arts. Part-time or full-time.

4. The Claremont Colleges: Claremont University Center, Harper Hall, Claremont, California

   Allows women to take proficiency examinations by petition to fulfill partial academic requirements; conducts research and experimentation relating to education of adults.

5. George Pepperdine College, Vermont at 79th Street, Los Angeles, Calif.

   Specialty is liberal arts. Some Master's Degree programs. B.A. offered in Institutional Housekeeping. Part-time or full-time. Independent study programs offered through the Department of Continuing Education.

6. Immaculate Heart College, 2021 North Western, Los Angeles, Calif. 90027
   Liberal Arts emphasis, Art Therapy, Biology, Liberal Arts, Psychology and Master's degree programs in Religious Education. Continuing Education and independent study programs offered. 462-1301.

7. Loyola University, 7101 West 80th Street, Los Angeles, California 90045

   Women accepted for graduate work only.

   Marymount - NOW ON LOYOLA CAMPUS - Admissions Office: 7750 Fordham Road, Los Angeles, California 90045. Encourages women returning to education.

8. Mount St. Mary's College, 12001 Chalon Road, Los Angeles, Calif. 90049

   In addition to their regular 4-year program which offers opportunity for part-time study, they offer some graduate programs - also providing for part-time study, as well as allowing students to matriculate as unclassified students within the programs for one tri-semester. Recent affiliation with Marianne Frostig School provides new areas for graduate study.

9. Occidental College, 1600 Campus Road, Los Angeles, California 90041

   A coed college of liberal arts; has a cooperative program with Coro Foundation which offers a Master of Arts in Urban Studies. No part-time study available except in graduate division.

10. Pacific Oaks college, 714 West California Blvd., Pasadena, California 91105.

    An upper division Liberal Arts College with primary interest in young children. Offers degree in Early Childhood Education and a Masters program in Human Development in connection with Cedars - Sinai Medical Center.

11. Pasadena College, 1539 East Howard, Pasadena, California

    Specialty, 4-year liberal arts, with graduate work in education and religion. Mature women welcome for part-time study.

12. University of Southern California, 3551 University Avenue, Los Angeles, California.

    Mature women welcome; liberal arts to masters and doctorate degrees.

13. Whittier College, 505 East Philadelphia Street, Whittier, California

    Mature women welcome; Specialities Teacher training, Home Economics, and Social Work.

III. EXTENDED DEGREE PROGRAMS

Many colleges and universities now have special programs which grant degrees through the "College without Walls" concept -- independent study.

1. See the UCLA listing.

2. The Consortium of the California State University and Colleges 5670 Wilshire Blvd., Los Angeles, California 90036 (213) 938-2981 A B.A. and an M.A. in the Humanities with no classes. Requirements are Junior Standing, some credit allowed from "non traditional" sources, for the B.A. program, and an undergraduate degree for the M.A. program.

3. Goddard College (local office) 955 South Western, Suite 210, Los Angeles, California 90006 737-0660

4. Antioch West (local office) 1067 No. Fairfax Avenue, Los Angeles, California 656-8520

5. International Community College 1019 Gayley, Los Angeles, Calif. 90024.

6. Many of the private schools in Los Angeles offer independent study programs. To quote one catalog "There are no specific course or unit requirements. Each candidate must secure a faculty advisor and devise a program with him which may draw on the entire range of resources offered by the college and the community."

IV. CREDIT FOR LIFE EXPERIENCE

Many schools give credit for life experience. One way to get this credit is through the College Level Examination Program (CLEP) which gives General Examinations in 5 areas and Subject Examinations in 34. For information write CLEP, College Entrance Examination Board, Publications Order Office, Box 1824, Princeton, New Jersey, 08540.

Some schools are very flexible and if a student can demonstrate, in writing or orally, the linkage between her past experience and curriculum and philosophy of the particular program she wants to take she may be granted course credits up to 8 units.

V. SPECIALIZED SCHOOLS

Additional information about each school may be obtained by contacting the school directly.

1. Los Angeles Trade-Technical College, 400 W. Washington Blvd. Los Angeles, California 90015.

   Trade or technical courses constitute the basic requirements for degrees plus additional academic courses. This is a comprehensive college offering business, trade, and technical education, general education, and college transfer courses. It provides instruction for those in need of retraining to meet the needs of changing business and industrial technology. An accredited school. Day and night classes. A junior college. Two-year Librarian Technician course - only one in L.A. area.

2. Art Center College of Design, 5353 West 3rd Street, Los Angeles, Ca. 90005

   Contact: Olive M. Gardiner, Admissions Officer

Requirements: Good high school record and samples of art work. This is a professional college with a full program in art with general education courses.

3. Woodbury College, 1027 Wilshire Blvd., Los Angeles, California

   Majors are in business or practical art; students admitted on basis of aptitude; may attend part-time. Business teacher education.

4. Center for Early Education, 563 North Alfred St., Los Angeles, Calif. 90048

   Professional training in the field of early childhood education. Day and evening classes to complete the basic curriculum of nursery school teachers and directors. Accredited.

5. Southwestern University, 1121 South Hill Street, Los Angeles, Calif.

   A privately controlled law school; co-educational; degrees offered are L.L. B. and L.L.M.

6. Santa Monica Montessori School, International Teacher Training Center, 1315 Twentieth Street, Santa Monica, California 90404

   Teacher training in Montessori Method. Requirements for admission: B.S., but not teaching credential. However, applicants without a B.A. but with considerable work with children will be considered. They should telephone for a personal interview, to which they should bring transcripts of school work completed and letters of reference relating to their work with children.

   During the regular school year, the Montessori training program is conducted every day from 3:30 pm to 5:30 pm to enable employed teachers to attend. Cost: $600 for the year. Some 15-20 assistant teachers are usually hired from the training group and are paid $60 a month or $300 a year, so it is possible to offset the cost by 50%. Enrollment for the year closes October 15th; classes begin several weeks earlier.

7. Regional Occupational Centers. These centers offer special, short-term training in a wide range of vocations.

   A. Central City Occupational Center, 1646 South Olive Street, Los Angeles, California 90015, (748-6511)
   Aa. Paramedical Center, 3721 West Washington Blvd., Los Angeles, Ca. 90018 (731-6371)
   B. East Los Angeles Occupational Center, 1200 Cornwell St., Rm. 301, Los Angeles, California 90033 (223-2374)
   C. Harbor Occupational Center, 239,North Avalon Blvd. Wilmington, Ca. 90744 (549-0161)
   D. North Valley Occupational Center, 1309 Mott St., San Fernando, Ca. (365-9684)
   E. West Valley Occupational Center, 6200 Winnetka Ave., Woodland Hills, 91364 (346-3540)

F. Saugus Urban Residental and Educational Center, 27234 Bouquet Canyon Road, Saugus, California 91350 (680-1577).
G. Southern California Regional Occupational Center, 2300 Crenshaw Blvd., Torrance (320-6700).

LAW SCHOOLS - LOS ANGELES AREA
(Unaccredited)
As of August, 1976

AMERICAN COLLEGE OF LAW
Raymond S. Finn, Dean
135 South Lemon
Anaheim, CA 92805
(714)956-9620

CALIFORNIA COLLEGE OF LAW
William P. Malpezzi, President
12061 Wilshire Blvd.
West Los Angeles, CA 90025
(213)477-0407

CALIFORNIA COLLEGE OF LAW
William P. Malpezzi, President
652 Sunset Avenue
West Covina, CA 91790
(213)477-0407

GLENDALE COLLEGE OF LAW
Seymour Greitzer, Dean
220 North Glendale Avenue
Glendale, CA 91206
(213)247-0770

GOLDEN WEST SCHOOL OF LAW
William P. Malpezzi, President
12061 Wilshire Blvd.
West Los Angeles, CA 90025
(213)477-0407

IRVINE UNIVERSITY SCHOOL OF LAW
Egon Mittelmann, Dean
P.O. Box 4307
Irvine, CA 92664
(714)979-0751

MID-VALLEY COLLEGE OF LAW
Shirley A. Engel, Dean
6320 Van Nuys Boulevard
Van Nuys, CA 91401
(213)988-8282

PACIFIC COAST UNIVERSITY
College of Law
Carl H. Manson, Dean
236 Newport Avenue
Long Beach, CA 90803
(213)439-7346

PEOPLES COLLEGE OF LAW
of the National Lawyers Guild
Henry M. diSuvero
2228 West Seventh Street
Los Angeles, CA 90057
(213)388-8171

SOUTH BAY COLLEGE OF LAW
Judge Vernon G. Foster, Dean
809 East Victoria Street
Carson, CA 90746
(213)327-2311

VALLEY UNIVERSITY SCHOOL OF LAW
Bobby Grey, Dean
10911 Riverside Drive
North Hollywood, CA 91602
(213)980-4700

VAN NORMAN UNIVERSITY
LOS ANGELES COLLEGE OF LAW
Leonard I. Roybal, Dean
1819 West Sixth Street, #300
Los Angeles, CA 90057
(213)483-0167

JOBS INVOLVED WITH LAW, NOT REQUIRING FORMAL LEGAL TRAINING

Legal Secretary

Some of the best secretarial jobs are in this category (salarywise). No age barrier. In fact, many lawyers prefer an older, mature woman.

LAW SCHOOLS - LOS ANGELES AREA
(Accredited)
As of August, 1976

LA VERNE COLLEGE OF LAW (1)
Paul Egly, Dean
1950 Third Street
La Verne, CA 91750
(714)593-1711

LOYOLA UNIVERSITY
School of Law
Frederick J. Lower, Dean
1440 West Ninth Street
Los Angeles, CA 90015
(213)642-2700

NORTHROP UNIVERSITY
School of Law (1) (2)
Carl R. Sederholm, Dean
1155 West Arbor Vitae Street
Inglewood, CA 90306
(213)776-3410

PEPERDINE UNIVERSITY SCHOOL OF LAW
Ron F. Phillips, Dean
1520 South Anaheim Boulevard
Anaheim, CA 92803
(714)776-4490

SOUTHWESTERN UNIVERSITY
School of Law
Paul W. Wildman, Dean
675 South Westmoreland Avenue
Los Angeles, CA 90005
(213)380-4800

University of California: L.A.
School of Law, Los Angeles
William D. Warren, Dean
405 Hilgard Avenue
Los Angeles, CA 90024
(213)825-4841

UNIVERSITY OF SAN FERNANDO VALLEY
College of Law (1)
Eadie Deutsch, Dean
8353 Sepulveda Boulevard
Sepulveda, CA 91343
(213)894-5711

UNIVERSITY OF SOUTHERN CALIFORNIA
School of Law
Dorothy W. Nelson, Dean
University Park
Los Angeles, CA 90007
(213)746-2191

UNIVERSITY OF WEST LOS ANGELES
School of Law (1) (2)
Perry M. Polski, Dean
11000 Washington Boulevard
Culver City, CA 90230
(213)836-3450

WESTERN STATE UNIVERSITY (1)
College of Law of Orange County
Maxwell S. Boas, Dean
1111 North State College Blvd.
Fullerton, CA 92631
(714)993-7600

WHITTIER COLLEGE (1)
School of Law
Ernest Friesen, Dean
5353 West Third Street
Los Angeles, CA 90020
(213)938-3621

(1) Accredited by the Committee of Bar Examiners but not on the list of schools approved by the American Bar Association.

(2) Provisionally accredited--"except as may otherwise be provided in the Rules Regulating Admission to Practice Law in California, a provisionally accredited school shall enjoy all the rights and privileges of a fully accredited school, but it is subject to annual re-inspection and may be required to comply with such specific conditions and make such additional reports as may be directed as part of its provisional accreditation in order to retain such accreditation and obtain full accreditation."

Personal Injury Investigative Work

Large personal injury firms, or lawyers with such a practice, sometimes make use of "investigators"--someone who works up a new case. This may involve making out the right forms for police reports, notifying the insurance company, filling out statistical forms for the Motor Vehicle Bureau, getting all medical and repair bills, filling out forms for medical authorization, etc. Some personal injury firms train on the job.

Income Tax Assistor

H. & R. Block, Inc., is a nationwide service for income tax preparation. They train people to do this. (Locally, many offices: 6 in Los Angeles, 2 in Hollywood, etc.). Heavy months of work, of course are Jan., Feb., March and early April. Might be a perfect place for a part-time (i.e., part of the year) job.

Court Reporter

Court reporters are employed in the UN, in Congress, courts of law, legislative hearings, at depositions (statements under oath), conventions, stockholders meetings and wherever the spoken word must be preserved. Requirements: 18 years of age or older, a High School graduate--may qualify in 18-24 months of training. Then must apply for certification as a Certified Shorthand Reporter by passage of exam--admission by Certified Shorthand Reporters Board of the State of California. This kind of work has advantages for those who have interest and tolerance for it--the pay is excellent and one may work if and when one chooses to do so.

California Court Reporters Association lists following local schools as approved by the Certified Shortland Reporters Board: (A sampling)

Associated Colleges of California
661 S. Burlington Avenue., Los Angeles, CA 90057

Bryan College of Court Reporting
2511 Beverly Blvd., Los Angeles, CA 90057

Clark Court Reporting College
3205 Ocean Park Blvd., Santa Monica, CA 90405

Merit College of Court Reporting
12011 Victory Blvd., North Hollywood, CA 91606

Miller Community College
2601 W. Olympic Blvd., Los Angeles, CA 90006

Westside Business College
12061 Wilshire Blvd., West Los Angeles, CA 90025

PARALEGAL (Legal paraprofessional)

There has been a growing interest within the legal profession in the identification, education, and recognition of a new kind of legal paraprofessional: a trained person who functions as a member of a law office team on a level between the lawyer and the general office staff. Many local schools are currently offering training programs in the paralegal field, and many are planning programs for

PARALEGAL (continued)

the future. A sampling of the programs that have come to our attention are being given at the following schools: (Call schools for up-to-date information on programs. Add to the following list, the State Colleges and Universities, as many of them now have paralegal programs.)

Mid-Valley College of Law
Division of Associate Legal Arts
Suite A-2 15910 Ventura Blvd., Encino, CA 986-7175

UCLA Extension
Department of Human Development and Services in cooperation with the
UCLA School of Law
10995 Le Conte, Los Angeles, CA 90024 825-0741

University of Southern California
Law Center & University College Extension Division
Administration Bldg., Rm 354, Los Angeles, CA 90007 746-2413

University of West Los Angeles
School of Law, Division of Paralegal Studies
1000 W. Washington Blvd., Culver City, CA 90230 837-1203

GROUP COUNSELING FOR WOMEN 824

SOME HEALTH OCCUPATIONS: TRAINING, REQUIREMENTS

I. Two years of college or less, prerequisite

CYTOTECHNOLOGIST

Two years of college with some science courses, plus one year of training in AMA approved school of cytothechnology. Training hospitals in Los Angeles area: Good Samaritan, Los Angeles County General, Los Angeles County Harbor General (Torrance), UCLA Medical Center.

CHEMICAL TECHNICIAN

Training equips individual for performing laboratory work needed by many industries as well as the food, drug and medical fields. Two year program leading to AA degree through LA Trade-Tech College, 400 W. Washington, LA, 90015.

HISTOLOGIC TECHNICIAN

One year of specialized training after high school; accreditation by passing the examination for accreditation. UCLA Medical Center.

INHALATION THERAPIST

High school graduate. Course length from 18 months to 4 years. Bachelor's degree awarded for 4 years. UCLA Medical Center and many community colleges in this area now offering training.

LABORATORY ASSISTANT

On the job training. Can be employed in California for book work, preparing specimens, setting up laboratory apparatus, but not to do actual tests.

MEDICAL RECORD TECHNICIAN

Two years of college. East LA., Fullerton and Casa Loma Colleges give training locally. It is also possible to take the training by correspondence through the American Association of Medical Records Technicians' office: 211 E. Chicago Ave., Chicago, Ill. 60611.

MEDEX (Special Physician's Assistant Program)

Training consists of 15 months rotating through the variety of services of several cooperating hospitals in LA County area. Applicants need a minimum of 30 semester units of college and some experience in a health field, e.g., medical corpsman, nursing, lab technician. Program leads to AA degree. Contact Dept. of Community Medicine, Charles R. Drew, Postgraduate Medical School, 1620 E. 119th St., Los Angeles, 90059. Phone: 564-5911.

PHYSICAL THERAPIST

Four years of college or additional 12 to 16 months if you have a Bachelor's degree; 18 months for a Master's is desirable. Cal. State Long Beach, USC, California State Northridge, Loma Linda, and Children's Hospital.

PHYSICIAN'S ASSISTANT

Several new programs beginning in this area. The UCLA School of Nursing program is presently accepting only RN's, either AA, diploma or BS, who are employed and whose employer's request the school to admit them for the 1 year training. In the future, the UCLA program expects to admit only nurses who hold the BS degree, but plans to open the training to individuals applying on their own initiative without the sponsorship of an employing physician or institution. Children's Hospital is trying to develop a program for RN's which will offer a stipend to trainees during their course work and practicum (a call to them will determine whether it has been initiated). USC/ County Medical Center calls its program "Emergency Room Assistant". It is open to former medical corpsmen and RN's---preferably with the BS degree.

NURSE-MIDWIFE

This profession is recognized by the AMA for RN's preferably with the BS degree. California's law requires that a physician be in attendance at the birth of a baby at the presnet time. There is now a bill before the State Legislature to change this edict and is expected to pass. The legislation has the support of the AMA and many practicing obstetricians in California. Proposed training programs are expected to be available first through teaching hospitals in the area.

PHARMACIST

Four years of college plus internship. USC. Good field for women as part time work is frequently available, and pharmacists are in demand.

Excellent source material for further information: Directory of Health Careers, by North East San Fernando Valley Project, 13279 Van Nuys Blvd., Pacoima, CA 91331. Phone: 899-1157.

TRAINING PROGRAMS FOR HEALTH OCCUPATIONS---COMMUNITY COLLEGES

Training in the following health occupations is available in the field in the community colleges listed in each category. Students are required to attend the college serving their residence area unless the curriculum desired by the student is NOT offered by that college--then an exception may be made.

Dental Assisting--Fullerton, Long Beach C.C., Orange Coast, Pasadena C.C., Rio Hondo, Citrus College.

Dental Hygiene--Pasadena C.C., Los Angeles C.C.

Health Occupations--Long Beach C.C., LA Trade-Tech College.

Home Health Aide-- Long Beach C.C., Orange Coast College

OPERATING ROOM TECHNICIAN

Training ranges from 3 months to several months in length. Individual's previous background may include experience as medical corpsman, practical nursing (LVN) or other hospital occupations. Contact local hospitals for their program requirements and LA Trade-Tech College.

RADIOLOGIC TECHNOLOGIST

High school graduation plus 2 years on the job training. UCLA Medical Center and LA County General require 2 years of college as the minimum for admission. Cal. Lutheran, St. John's , and Culver City Memorial hospitals also train locally. St. Joseph's in Burbank limited to ages 18-30 because work is strenuous. Santa Monica Hospital okays 30 years plus.

X-RAY TECHNICIAN

Most colleges prefer 2 years undergraduate work. Need physics, anatomy, and physiology. Training primarily clinical; used in radiology labs, emergency room, and surgery. An extra year of training is needed to go on in nuclear therapy. Part-time opportunities good. UCLA Medical Center.

II. Occupations for which training is received during a 4 year college course, or for which a college degree is prerequisite to specialized study.

DENTAL HYGIENIST

Two years of college, including some science courses; then 2 years additional work in a dental hygiene program leading to the BS degree. Some schools offer a 2 year program leading to certification in dental hygiene.

MEDICAL RECORDS LIBRARIAN

One year specialized academic training program, but the prerequisites range from 2 to 4 years of college level work. UCLA School of Public Health and Loma Linda University offer 4 year majors. Some part-time work in hospitals frequently available.

CLINICAL LABORATORY TECHNOLOGIST

Four years of college with major in a biological science, plus 1 year of training in an approved laboratory is predominant pattern in California.

OCCUPATIONAL THERAPIST

A BS in Occupational Therapy, or in a biological science, psychology or sociology, plus 9 to 10 months supervised clinical training. Work opportunities are excellent as the field is enlarging, fluid, and experimental. USC, LACC. Inquire Southern California Occupational Therapy Association, 1140 So. Robertson Blvd., Suite 4, LA,90035.

PUBLIC HEALTH MICROBIOLOGIST

College degree in microbiology or bacteriology, plus 6 months to 1 year training in a public health laboratory or hospital approved for such training.

MEDICAL TECHNOLOGIST

Bachelor's degree in sciences and math required. One year training program at St. Joseph's Hospital, Burbank.

SOME HEALTH OCCUPATIONS (Cont.)

Inhalation Therapy - San Bernardino Valley College, Santa Monica C.C., East LA College, El Camino College, Long Beach C.C., Mt. San Antonio College.

Medical Assisting - Pasadena C.C., Rio Hondo College, Santa Ana College, Citrus College, East LA College, El Camino College, Fullerton C.C., Glendale C.C.

Medical Receptionist - Long Beach C.C.

Medical Records Technician - East LA College, Fullerton C.C., Long Beach C.C., Orange Coast College.

Mental Health Worker - Harbor College (The program is called "Human Relations Worker" here), Mt. San Antonio College.

Nuclear Medical Technician - Los Angeles C.C.

Nurse Aide - Citurs College, Long Beach C.C., LA Trade-Tech, Santa Monica C.C.

Nursing Assistant - Long Beach City College, Riverside College.

Nursing -- Continuing Education - Long Beach City College, Mt. San Antonio College.

Nurse -- RN, AA Degree - East LA College, El Camino College, Fullerton College, Long Beach C.C., Los Angeles C.C., Harbor Collge, Pierce College, LA Trade-Tech; LA Valley College, Pasadena C.C., Rio Hondo College, Riverside College, Santa Monica C.C., LA Southwest College (night classes also available).

Nursing (Registered RN, Refresher) - Long Beach C.C., Pasadena C.C.

Nursing - Vocational (LVN) - College of the Canyons, East LA College, El Camino, Fullerton, Glendale, Long Beach, Harbor, LA Trade-Tech, LA Valley, Pasadena City, Rio Hondo, Riverside, Santa Monica, Mt. San Antonio.

Occupational Therapy Assistant - Long Beach C.C., LA City College.

Operating Room Technician - LA Trade-Tech College.

Opthalmic Assistant - LA City College.

Psychiatric Technician - LA Trade-Tech, San Bernardino Valley, Fullerton, Santa Monica C.C., Mt. San Antonio College.

Psychological Services - LA City College, Fullerton College.

X-Ray Technician - El Camino College, Fullerton College, Long Beach C.C., LA Pierce College, Orange Coast College, Santa Monica C.C., Mt. San Antonio College.

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GROUP COUNSELING FOR WOMEN 824

HEALTH OCCUPATIONS

The American Medical Association recognized 20 major areas in the health occupations. Within each area there is a diversity of jobs requiring varying amounts of education. The 20 areas follow, with examples of occupations in each.

1. ADMINISTRATION
   - Health administrator
     - Environmental control administrator
     - Health agency executive
   - Health program analyst
   - Health systems analyst
   - Public health representative

2. BIOMEDICAL ENGINEERING
   - Biomedical engineer
   - Medical machine technician
   - Electrocardiograph technician

3. CLINICAL LABORATORY SERVICES
   - Clinical laboratory scientist or chemist
   - Clinical laboratory technologist
     - Blood banking technologist
   - Microbiologist
   - Hematology, chemistry, or nuclear medicine technologist

4. ALLIED DENTISTRY
   - Dental hygienist, assistant, or laboratory technician

5. DIETETIC AND NUTRITIONAL SERVICES
   - Teaching, therapeutic, or research dieticians
   - Nutritionist
   - Dietary aide
   - Food service supervisor

6. FOOD AND DRUG PROTECTIVE SERVICES
   - Food technologist
   - Food and drug analyst or inspector

7. HEALTH EDUCATION
   - Community health educator
   - Health science writer
   - Medical illustrator or photographer
   - School health coordinator

8. LIBRARY SERVICES
   - Medical librarian or hospital librarian

9. MEDICAL RECORDS
   - Medical records librarian, administrator, or technologist

10. NURSING AND RELATED SERVICES
    - Nursing specialties such as anesthetist, obstetrical, pediatric, or public health
    - Nursing, mental health, or home health aide
    - Physician's assistant.

11. REHABILITATION
    - Corrective or educational therapist
    - Homemaking rehabilitation consultant
    - Music, occupational, physical, or manual arts therapist
    - Prosthetist
    - Vocational rehabilitation counselor

12. STATISTICS
    - Mathmetician
    - Demographer
    - Vital record registrar

13. PHARMACY
    - Community, hospital, or industrial pharmacist

14. PODIATRY
    - Pododermatologist
    - Foot orthopedist

15. RADIOLOGIC TECHNOLOGY
    - X-ray or radiation therapy technician

16. SOCIAL SCIENCES
    - Anthropologist
    - Clinical or psychiatric social worker
    - Economist
    - Counseling psychologist

17. MEDICAL ASSISTANT
    - Secretary
    - Office assistant

18. SPEECH PATHOLOGY AND AUDIOLOGY
    - Audiologist
      - Hearing therapist
    - Speech pathologist

19. VISION CARE
    - Optometric or ophthalmic technologist
    - Orthoptic or contact lens technician
    - Visual training aide

20 MISCELLANEOUS HEALTH SERVICES
    - Clinical associate
    - Inhalation therapist
    - Obstetrical aide
    - Physician's assistant
    - Dental health, pediatric, surgical or school health aide

GROUP COUNSELING FOR WOMEN 824

Worksheet for Self-Assessment

The purpose of this worksheet is to pull together the important information of your past life. As you answer the following questions, your unique capabilities and preferences will emerge. You should begin to see yourself more clearly.

1. What is your educational background? List formal education toward a degree, certificate or other diploma and informal non-credit study. List on-the-job training courses, favorite courses, or major areas of study. Include names of institutions, locations and dates attended. (Omit high school if you have attended college.)

2. What is your work experience, both paid and volunteer? Describe each position briefly, e.g. library research assistant or orientation counselor. Tell what the duties and responsibilities of each position were in as few words as possible.

3. What other experience have you gained from the circumstances of your life that might prove valuable? e.g. You grew up with a mentally retarded sibling, you've been through a divorce, you've coped with unusual problems, or you've been fortunate enough to have unusual opportunities. How can these experiences be turned to your advantage now?

4. What specific skills and abilities do you have to offer a volunteer director or an employer? Don't just list "organization" as a skill; say who, what, or how you organized.

5. Which of your past activities did you like best? Least? Of all "climates" you have been in (school, volunteer, hospital, fashion, business, etc.) which have you liked most? Least? Do you prefer working alone, with someone on a one-to-one basis, or with a group? Have you thought about standing all day on a job, or availability during school vacations?

6. What would be your ideal job, either volunteer or paid? Would it require further training?

7. List the names of two to five persons whom you could use as references.

When you have assembled all this information and have a better idea of <u>who</u> you are and <u>what</u> you want, discuss the practicalities with either your husband or a friend. This self-inventory will be valuable for the later assignment requiring you to write a resume.

GROUP COUNSELING FOR WOMEN 824

Finding Meaningful Volunteer Opportunities

In Los Angeles and its surrounding communities there are literally hundreds of agencies that urgently need qualified competent women to work as volunteers. The spectrum of agencies giving service in unlimited in its diversity. They deal with:

Youth and senior citizens, both directly and indirectly, including parole and probation agencies as well as the better known youth groups;

Health, including hospitals, clinics of all kinds, mental health centers, nursing homes, rehabilitation centers, preventive care, and veteran's care;

Social welfare, including family case aid work, delinquent children, unwed mothers, day nursery care, counseling, etc.;

Crisis and emergency care, such as crisis prevention and suicide prevention, etc;

Education, including tutoring services, counseling, head start programs, teacher's aides, docent programs in the zoo and museums,;

Urban affairs;

Civil rights;

There are also those which deal with a very special interest which might appeal to volunteers on a highly specialized basis.

Obviously, it would be impossible to attempt to list them individually. The Volunteer Bureau, a kind of clearing house for volunteer activity, has been designed to act as a liason between the willing worker and the agency needing help. Working with over 400 agencies, the Volunteer Bureau acts to:

1. Recruit, interview, and refer volunteers to the agencies which suit their needs, interests, and abilities;

2. Provide consultative services to agencies in matters concerning coordinating, training, and retention of volunteer help (many agencies provide training to volunteers);

3. Present workshops and educational programs for the community leading to more awareness of the volunteer opportunities in the community.

Preparation of a Résumé

FORMAT

A factual, well-organized, one-page resume will command attention, while a lengthy, wordy one might be put aside until the interviewer or employer has "more time". Since it is in essence an outline, underlining and capitalization will accent those features which you wish to emphasize. Make it more eye-appealing with lots of "white space", as they do in advertising layout.

A resume should be attractively typed. Photocopies or xerox copies are acceptable, but not smudgy carbon copies. Use good quality paper.

CONTENT

Make sure that every detail included will be relevant. You may have to write more than one draft until you find one that satisfies you. To conserve space, the language will be somewhat like that of a classified ad.

Headings There is no prescribed sequence for the headings you use.

OBJECTIVE Statement of an objective is optional. If you prefer to leave the door open for all possible opportunities, delete this section. On the other hand, your prospective employer might not want to bother to analyze your resume himself. This will then be a clear statement of the job you seek. A separate resume for distinctive job objectives can be another possibility.

EDUCATION Those with recent training or degrees will want to begin with this heading. Also, if your educational background has a definite bearing on your present job hunt, you can elaborate on courses, honors, activities. Be sure to use reverse chronological order. The more you have to offer of practical work experience, however, the less space you will use for formal education.

WORK EXPERIENCE

You do not have to use dates, and salaries need not be included. Start with your recent or current employer and go backwards. Describe each job title and the duties performed succinctly.

PERSONAL DATA

Under personal data you are either single, married, or widowed. (There may be still some lingering prejudice in hiring those who are divorced.) You may or may not want to include your age or those of children. Whether you have a driver's license and a car would also be pertinent information. Hobbies, organizational memberships, and foreign language skills can give a better picture of you.

REFERENCES

These can be omitted to save space, but you might indicate that they are available on request.

The functional, as opposed to the chronological, type of resume is less popular, but more suitable for those with a range of abilities or areas of experience which can be summed up to show the kind of work you want to do. (Ex. Fund raising, promotion work) In this form, specific names and dates are of secondary importance.

Many of the books suggested in this course contain additional information and sample resumes.

ACTION VERBS FOR RESUME

Achieved
Advanced to*
Administered
Analyzed
Arranged
Assisted

Built

Clarified
Conceived
Constructed
Consulted
Controlled
Converted
Coordinated
Correlated
Created

Delegated
Demonstrated
Designed
Detailed
Developed
Devised
Directed
Discovered
Doubled

Earned*
Effected
Engineered
Established
Evaluated
Executed
Expanded
Experienced

Financed
Formed
Formulated
Founded

Generated
Graduated

Halved
Headed

Improved
Implemented
Increased
Innovated
Initiated
Inspired
Installed
Integrated
Interviewed
Invented

Justified

Keynoted

Led
Licensed

Managed
Maintained
Mastered
Mediated
Motivated

Negotiated
Nominated

Operated
Ordered
Originated
Organized
Overcame

Participated
Performed
Pioneered
Planned
Prepared
Promoted
Provided

Reconciled
Researched
Reduced
Reorganized
Reported

Served
Simplified
Sparked
Solved
Succeeded
Supervised

Transformed
Trebled

Unified

Verified

Won
Wrote
Wrought

Use of verbs without subjects will be more concise and space-conserving.

*'Advanced to' rather than 'promoted to', 'earned' rather than 'was given' indicates a person who does things rather than receives them.

SAMPLE RESUME - GENERAL*

Jane Docent
2345 Cloverfield Avenue
Sherman Oaks, California 91403
Phone: 415-5601

OBJECTIVE:
Administrative Assistant
Research Assistant

EXPERIENCE SUMMARY

L. A COUNTY MEDICAL ASSOCIATION LIBRARY
3 years

Assisted patrons, prepared bibliographies, did literary research. Ordered and catalogued books. Routed periodicals to 75 staff members. Promoted from typist to Assistant Research Librarian in two years.

L. A. COUNTY LAW LIBRARY
1 year

First as secretary to the Librarian; then as secretary to the Chief of Order Department. Typed, filed correspondence, ordered books and handled foreign exchanges.

U. S. ARMY SERVICE FORCES CIVILIAN PERSONNEL
4 years

Interviewed applicants for employment with the Army. Interpreted Civil Service Regulations. Recruitment of personnel increased significantly during this period. (Office closed for budget reasons)

L. A. COUNTY MUSEUM OF NATURAL HISTORY
4 years

Guided tours for school children, placed new docents with curators. Typed and did literary research for archeologist. (Unpaid employment).

Y.M.C.A. - NORTH HOLLYWOOD
1 year

Did part-time clerical work. Typed, filed, handled bank deposits, did light bookkeeping. Sent out promotion flyers which increased membership and course participation by 25%.

EDUCATION

U.C.L.A.: A. A. Degree. Major: Psychology. Additional courses in archeology, literature, Spanish, art. Also 1 year docent training in science and history at L. A. County Museum. Certificate, University Extension, in Social Services.

SPECIAL SKILLS

Can type 50 w.p.m., compose correspondence, spell accurately. Can prepare bibliographies. Have knowledge of medical and archeological terms, as well as library procedures. Have led school tours in museum. Translate simple Spanish.

SPECIAL INTERESTS

Anthropology, archeology, the American Indian, problems of retardation in children, psychology, community counseling, working with people.

PERSONAL DATA: Married. Sons 18 and 14 are self sufficient.

REFERENCES AVAILABLE

*Note that stress should be on personal contributions to the job, not just the job description. Use verbs denoting action rather than receptive verbs.

SAMPLE RESUME - FUNCTIONAL*

Jane Docent
2345 Cloverfield Avenue
Sherman Oaks, California 91403
Phone: 415-5601

Type of Work Desired:
Journalism

EDUCATION:

University of California, Los Angeles
Degree: Bachelor of Arts, 1970
Major: English--Specialty in Journalism
Minor: Anthropology
Honors: Graduated Cum Laude. Three scholarships. Midlothian Society
Additional creative writing courses under Krutch and Prolutsky in University Extension.

EXPERIENCE:

3 years — Free-lance reporter for Valley Times. Advanced to salaried columnist doing column "Dear Jill", plus special features. Covered social events.

1 year — Assistant Secretary - Public Relations, North Hollywood YMCA. Wrote brochures advertising courses. Designed promotional flyers for fund-raising campaigns. This material subsequently used by Regional YMCA for city-wide distribution. Received special commendation.

VOLUNTEER WORK:

Doboff School
Orientation counseling for parents of new students in school for handicapped. Organized various projects, i.e. funding, publicity and editing of school's descriptive literature. As membership chairman for PTA doubled the membership in two years.

Walk-In Counseling Center
Served as chairman of the publicity committee, writing radio spots. Contacted local newspapers, social agencies. Promoted the Center by speaking to schools, churches.

COLLEGE ACTIVITIES

Spent four years as reporter on Daily Bulletin, undergraduate newspaper, as feature writer, advertising manager, assistant managing editor.
Mortar Board activities.
Midlothian Society (Journalism honorary)

PERSONAL DATA

Single, able to travel, relocate.

REFERENCES: Furnished on request.

*This type of resume stresses achievements and areas of experience rather than a chronological summary of employment.

GROUP COUNSELING FOR WOMEN

Current Vocational Trends

The 70's are exciting times for women with the greatest revolution in American family life the trend toward outside employment of the wife and mother. According to the 1972 head count of the Census Bureau, 70 out every 100 wives are in the labor force compared to 25 out of every 100 in 1950. Two world wars brought women out of homes to meet labor shortages. Now there is a new pattern emerging -- women are working intermittently during their lifetimes. To quote the U.S. Department of Labor, six out of ten women will work outside the home for up to 30 years.

Most of our mothers and grandmothers permanently gave up outside employment after marriage and children. Today's woman often turns to a search for work again when her children enter school or after they are grown. The chief reasons tend to be economic for many women who opt for paid work over the role of homemaker. Many need a meaningful activity when their children become more independent. With the increase in service and white collar occupations in the last half century, an increasing number of women have proved themselves highly capable and skilled. The birthrate, now at the lowest point in U.S. history, also contributes significantly to women's movement into the labor market.

Traditionally, women with degrees in higher education were found in the "female professions", e.g., nursing, teaching, librarianship and social work. Those with special training usually were employed in various kinds of office and clerical work or in sales. This restriction of women to "suitable" occupations has been an artificial one that went far beyond any rational relationship to working conditions or job requirements. The U.S. Government Department of Labor and the Women's Bureau are currently encouraging women to expand their options beyond the stereotyped "female" occupations since the most attractive of these, the teaching fields, is now critically oversupplied with qualified women and men. (In California, there are some teaching opportunities open in our large community college system for individual's with master's degrees.)

While the estimates on future supply-and-demand conditions will continue to vary from filed to filed, career-oriented women are being urged to train for the sciences, engineering and for finance. Health-care promises further expansion with more openings in its technical categories, especially if Congress passes a National Health Act in the near future. Such legislation would also increase demand for services in the mental health and counseling fields. The present broad picture in employment trends indicates opportunities are in individual occupations and not in the labor market as a whole.

More specifically, non-traditional fields currently seeking qualified women are medicine, dentistry, banking, architecture, veterinary medicine, geology, geophysics, ecology, engineering and gerontology. The rush to law schools in the past two years has some observers concerned about over-saturation in this area shortly. Paralegals will likely continue to find opportunities in large metropolitan law firms, banks, trust companies and government agencies. Why engineering for women? In a study of high school students, it was found that two-thirds as many women as men have engineering aptitudes.

Legislation and court decisions are forcing changes in personnel policies to require resonable maternity leaves, to debar automatic dismissal based on

marital status and to insure hiring policies based on qualifications regardless of age or sex. The Civil Rights Act of 1964, the Equal Pay Act of 1973 and the "affirmative action" required by Revised Order No. 4 ensure equal employment opportunity for women with civil service any institution or industry receiving Federal funds and/or doing business with the government. Employers must now seek women for professional and managerial positions. In the Federal Civil Service, there are now women employed, for the first itme in our history, as pharacist, electronic engineer, geologist, physicist, nuclear engineer and tugboat captain!

There is a wedge in the door to the law profession in paralegal training. Bills pending in the legislature would make California the first state with training standards and licensing procedures for paralegals. Such legislation ensures that job descriptions for paralegals and their salary levels will reflect their qualifications. These factors would differentiate paralegals from clerical pay scales probably bringing them in line with administrative staff positions for more experienced paralegals. From 1966 to 1971 female law clerks, usually graduate attorneys, working for the Federal Government rose form 0 to 53.

Preparation for the professions is costly in both time and money. For the majority of women who are either unable or unwilling to make such an investment, it is important to know that 80% of the jobs to be filled during the next few years will not require a college degree.

Interested in technical fields requiring less than 4 years of college? There is a demand fo engineering and science technicans. Systems analysts, accountants, computer programmers and medical technologists are jobs open to trained women. While civil service hiring has been down recently, the Federal Government hires customs officers, internal revenue officers, statiscians and allied health professionals for VA hospitals and other Federal health programs. Demand exceeds the supply for nurses, physical therapists, medical technologists and certain specialists in medical management. (These later three categories do require degrees.)

For women interested in the crafts and skilled trades there are several advantages. First the pay is attractive; second there are employment opportunities in most communities. Office machine repair, repair of small appliances, TV's and radios can be done in pleasant, well-ventilated indoor surrounds. Recently, women interested in cars have specialized in tune-ups, brake mechanics or electrical work, often in their own businesses. Women with interests in plants and horticulture work in nurseries either in sales or landscaping and as florists.

New specialities such as gerontology will need to provide services at all levels, e.g., the professional, paraprofessional and the technical. This field would also be affected by a National Health Act which would further opportunities in recreational and occupational leadership, health and mental health, physical therapy, management services and environmentla planning for the aging.

For the woman who always liked repairing the household or garden appliances, there will be few barriers to being a mechanic. For the men interested in the allied health fields, there are now many more places for them in nursing. Whatever the economic situation, women with skills, maturity, motivation and sensitivity in working with others will find employment. Challenges arise daily. The woman who approaches her job-search with perseverance, interested in the employer's needs as well as her own, able to communicate as well as listen in a job interview and determined to maintain her good humor through it all will find her niche in this job market. We encourage each of you to be aware of and to continue to search out accurate information on current economic and occupational trends. That's how you will find the jobs!

UCLA Extension Human Development and Services

GROUP COUNSELING FOR WOMEN 824

General Evaulation Sheet

In your opinion, please check on the following rating scales or comment freely to help us to know just how helpful this course has been to you, personally.

1. Filling out the Personal Data Sheet questionaire — Not helpful : : : : : : : Very helpful

2. Test experience, including taking the test, getting the feedbacks and using the results for self-understanding.

	Not helpful : : : : : : : Very helpful
Concept Mastery	: : : : : : : :
Sixteen PF	: : : : : : : :
S C I I	: : : : : : : :

3. Speaker program, in general : : : : : : : :

Who was (were) the most helfpul speakers(s)? And why?

Who was (were) the least helpful speaker(s)? And why?

Any speaker or any vocational field you would like to hear that was not on the program?

Other comments?

4. Small group discussion period:

	Not helpful : : : : : : : Very helpful
In general, it has been	: : : : : : : :
The leadership function	: : : : : : : :
Group involvement and participation	: : : : : : : :
Contributions made by me	: : : : : : : :

What was (or were) the most helpful aspects of the small group meeting?

Other comments?

5. In conjunction with this course, did you do any individual reading?

____No, or ____Yes. If Yes, please list a few helpful ones.

6. What should be done in this course to make it more helpful to the majority of the participants?

7. ANY OTHER PERSONAL COMMENTS?

Name_____

Date_____

THANK YOU FOR YOUR VERY VALUABLE CONTRIBUTION. Please be sure to return this to your group leader at the final session.

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